

School Year: **2019-20**



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	January 15, 2020

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, world perspectives, 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 environment around us. We serve a wide range of students from all over the community of Laguna Beach and a portion of Crystal Cove, including English Learners, students with special needs, and Gifted students. The main goal from our School 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 high expectations for all students. El Morro Elementary School was recognized as a California Distinguished School in 2008 and 2014, as well as a California Gold Ribbon School in 2016. Our collaborative, systems based approach to education has helped student learning continue to grow as evidenced by our students' performance on the 2018 California Assessment of Student Performance and Progress (CAASPP). Eighty-two percent of our third through fifth grade students met or exceeded the standards in English Language Arts and 78% 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. Every Wednesday the students are dismissed an hour early so our teachers can collaborate. It is important to note that this schedule was created by adding instructional minutes to the other days of the week so student contact time was not diminished. This allows our teachers and staff to 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, common formative assessments, and summative assessments in English Language Arts and Math to monitor student progress. This 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, 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 our Positive Behavior Intervention and Support program (PBIS), Second Step Social Learning curriculum, and by using a positive growth mindset. Our PBIS program explicitly teaches the students our schoolwide expectations and positively reinforces the students for following the school rules. This program emphasizes using a ratio of 5 to 1 positive adult interactions to negative adult interactions with students and uses a "catching" students doing the right thing mentality. Second Step strives to teach students values and behaviors for school success such as respect, empathy, problem solving and self confidence. Through a positive growth mindset, we teach the students the power of "Yet" and that failure is 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 Encore Schedule, not a "pullout" schedule. English Language Arts, Math, Science, and Social Science are our core subjects, while Music, Physical Education, Technology, Library/Media Center, Science Lab, and Foreign Language (Spanish for 4th and 5th grades) are our encore. We have Chorus, Band and/or Strings instruction for students in grades Transitional Kindergarten (TK) through 5th. TK through 2nd grade students participate in Chorus once a week. While in 3rd grade, students receive instruction in recorder, violin and chorus and in 4th and 5th grade the students get to choose among Chorus, Band instruments or String instruments. These encore classes enhance our core curriculum. For instance, all students regardless of their ability, are included in 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' colony and we enthusiastically include the visual arts and performing arts as part of regular school day. Teachers use curriculum based art projects and plays to teach the visual arts and performing arts standards at each grade level. 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.

<p>Performance Goal #1: Increase student academic performance and social/emotional strength through collaboration, critical thinking, creativity and communication.</p> <p>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.</p>
<p>Yes, this school goal was met. In 2018, 49% of 3rd through 5th grade students were above standard in the Communicating Reasoning claim area and 43% of students are near standard based on 2018 CAASPP results. In 2019 54% of students exceeded the standard in Communicating Reasoning and 39% of students are near standard. Establishing Essential Learning Outcomes (ELOs) in math for each grade level, creating formative assessments to measure the ELOs and providing intervention when students do not master the ELOs were successful strategies implemented.</p>
<p>Performance Goal #2: Students will gain the knowledge and skills to be college and career ready through a variety of academic and enrichment opportunities.</p> <p>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.</p>
<p>Yes, the school met this goal. In 2018-19, El Morro Elementary School will increase the number of students and parents who agree/strongly agree that their school prepares them careers from 67% to above 70% as measured by the 2018-19 District LCAP survey. El Morro increased the percentage of students and parents reporting that "my school prepares me for college" from 74% to 79% as measured by the 2018-19 LCAP survey. 5th grade teachers implemented the new Thrivley career exploration program.</p>
<p>Performance Goal #3: Professional Development focused on 21st century learning. (incorporating technology into teaching and learning)</p> <p>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.</p>
<p>Goal was met. Teachers received a wide range of Professional Learning opportunities in the areas of Pathways to Proficiency (EL), Computer Science, Orton Gillingham strategies to improve reading instruction and the Next Generation Science Standards (NGSS). 2nd grade teachers went through the 4CLE process for flexible learning environments and will purchase the furniture in the 2019-2020 school year.</p>
<p>Performance Goal #4: Safe, attractive, clean and well equipped learning environments for all students that promote critical thinking, collaboration, creativity and communication.</p> <p>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.</p>
<p>The goal was met. El Morro again received "good" status on the Facility Inspection Tool (FIT). A significant amount of facility improvements were completed. Such as the STEAM Lab, Kindergarten play surface, new roofing on the 50's building and MPR, and the replacement of the MPR HVAC system. The items that were not completed will be completed in the 2019-20 school year, such as the garden and the 4CLE furniture. Additional safety goals are added to this year's SPSA.</p>
<p>Performance 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.</p> <p>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.</p>
<p>This goal was somewhat met. Based on the results of the 2017-2018 LCAP Survey 22% of our EL parent population believe that we do not provide enough adequate opportunities to involve our English Learner families. Our goal was to decrease the percentage of EL parent population and teachers who do not believe the school is providing adequate opportunities for EL family involvement from 22% to 15% or lower. The 2018-19 LCAP survey indicates that 81% of EL parents agree or strongly agree that students have opportunities to connect with school staff or adult volunteers through extra curricular activities. This means that 19% are either neutral, disagree or strongly disagree. Further disaggregation of data needs to be done because it appears the question on the LCAP survey was a little different than the year before. Greater participation on the District English Learner Advisory Committee may be the reason for the decrease.</p>

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

District LCAP Advisory committee January 28, 2020 and El Morro School Site Council meetings November 14, 2019, December 5, 2019 and January 15, 2020. Student data was also shared and/or reviewed with the staff and the school leadership team. 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	0.42%	0.43%	3	2	2
African American	1.3%	0.42%	0.43%	7	2	2
Asian	5.5%	4.67%	4.74%	29	22	22
Filipino	1.3%	1.27%	1.72%	7	6	8
Hispanic/Latino	13.6%	12.53%	14.66%	72	59	68
Pacific Islander	0.4%	%	%	2		
White	70.1%	71.55%	68.53%	371	337	318
Multiple/No Response	0.8%	0.85%	0.65%	4	4	3
Total Enrollment				529	471	464

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	82	70	89
Grade 1	78	66	60
Grade 2	76	75	65
Grade3	93	81	80
Grade 4	92	89	79
Grade 5	108	90	91
Total Enrollment	529	471	464

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	53	42	34	10.0%	8.9%	7.3%
Fluent English Proficient (FEP)	6	10	14	1.1%	2.1%	3.0%
Reclassified Fluent English Proficient	1	3	4	1.9%	5.7%	9.5%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	95	80	73	93	79	70	93	79	70	97.9	98.8	95.9
Grade 4	93	89	77	89	88	74	89	88	74	95.7	98.9	96.1
Grade 5	105	92	88	104	88	86	104	88	86	99	95.7	97.7
All	293	261	238	286	255	230	286	255	230	97.6	97.7	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2515.	2506.	46.24	67.09	68.57	32.26	24.05	15.71	11.83	8.86	12.86	9.68	0.00	2.86
Grade 4	2522.	2534.	2551.	40.45	56.82	58.11	30.34	25.00	33.78	22.47	9.09	6.76	6.74	9.09	1.35
Grade 5	2569.	2588.	2579.	47.12	54.55	52.33	34.62	30.68	31.40	12.50	9.09	11.63	5.77	5.68	4.65
All Grades	N/A	N/A	N/A	44.76	59.22	59.13	32.52	26.67	27.39	15.38	9.02	10.43	7.34	5.10	3.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.39	58.23	67.14	43.01	35.44	30.00	8.60	6.33	2.86
Grade 4	41.57	53.41	58.11	44.94	38.64	36.49	13.48	7.95	5.41
Grade 5	42.31	59.09	56.98	47.12	32.95	37.21	10.58	7.95	5.81
All Grades	44.06	56.86	60.43	45.10	35.69	34.78	10.84	7.45	4.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.94	63.29	52.86	49.46	35.44	41.43	8.60	1.27	5.71
Grade 4	51.69	53.41	58.11	40.45	39.77	37.84	7.87	6.82	4.05
Grade 5	66.35	70.45	58.14	28.85	23.86	38.37	4.81	5.68	3.49
All Grades	53.85	62.35	56.52	39.16	32.94	39.13	6.99	4.71	4.35

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.11	50.63	34.29	60.22	49.37	55.71	9.68	0.00	10.00
Grade 4	29.21	38.64	37.84	66.29	54.55	60.81	4.49	6.82	1.35
Grade 5	39.42	38.64	33.72	57.69	51.14	59.30	2.88	10.23	6.98
All Grades	33.22	42.35	35.22	61.19	51.76	58.70	5.59	5.88	6.09

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.31	69.62	55.71	46.24	22.78	37.14	6.45	7.59	7.14
Grade 4	44.94	48.86	44.59	46.07	40.91	50.00	8.99	10.23	5.41
Grade 5	50.00	63.64	52.33	42.31	28.41	40.70	7.69	7.95	6.98
All Grades	47.55	60.39	50.87	44.76	30.98	42.61	7.69	8.63	6.52

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	95	80	73	93	79	71	93	79	71	97.9	98.8	97.3
Grade 4	93	89	77	89	88	74	89	88	74	95.7	98.9	96.1
Grade 5	105	92	88	104	88	86	104	88	86	99	95.7	97.7
All	293	261	238	286	255	231	286	255	231	97.6	97.7	97.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2495.	2501.	38.71	48.10	50.70	45.16	34.18	35.21	4.30	13.92	11.27	11.83	3.80	2.82
Grade 4	2526.	2518.	2526.	41.57	29.55	37.84	32.58	48.86	37.84	20.22	12.50	21.62	5.62	9.09	2.70
Grade 5	2557.	2578.	2577.	47.12	48.86	56.98	17.31	23.86	20.93	20.19	19.32	15.12	15.38	7.95	6.98
All Grades	N/A	N/A	N/A	42.66	41.96	48.92	31.12	35.69	30.74	15.03	15.29	16.02	11.19	7.06	4.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	65.59	63.29	61.97	20.43	25.32	30.99	13.98	11.39	7.04	
Grade 4	52.81	63.64	58.11	35.96	20.45	35.14	11.24	15.91	6.76	
Grade 5	57.69	60.23	68.60	18.27	29.55	19.77	24.04	10.23	11.63	
All Grades	58.74	62.35	63.20	24.48	25.10	28.14	16.78	12.55	8.66	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.39	60.76	57.75	39.78	37.97	39.44	11.83	1.27	2.82
Grade 4	42.70	43.18	44.59	47.19	44.32	48.65	10.11	12.50	6.76
Grade 5	38.46	45.45	48.84	47.12	43.18	44.19	14.42	11.36	6.98
All Grades	43.01	49.41	50.22	44.76	41.96	44.16	12.24	8.63	5.63

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.69	56.96	66.20	37.63	40.51	29.58	9.68	2.53	4.23
Grade 4	49.44	42.05	41.89	40.45	47.73	47.30	10.11	10.23	10.81
Grade 5	37.50	47.73	46.51	50.00	40.91	46.51	12.50	11.36	6.98
All Grades	46.15	48.63	51.08	43.01	43.14	41.56	10.84	8.24	7.36

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	15.7	7.3	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	7.3
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	73	15.7
Students with Disabilities	59	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	22	4.7
Filipino	8	1.7
Hispanic	68	14.7
Two or More Races	41	8.8
White	318	68.5

School and Student Performance Data


Overall Performance

2019 Fall Dashboard Overall Performance for All Students


Academic Performance

English Language Arts


Green

Mathematics

Blue

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Yellow

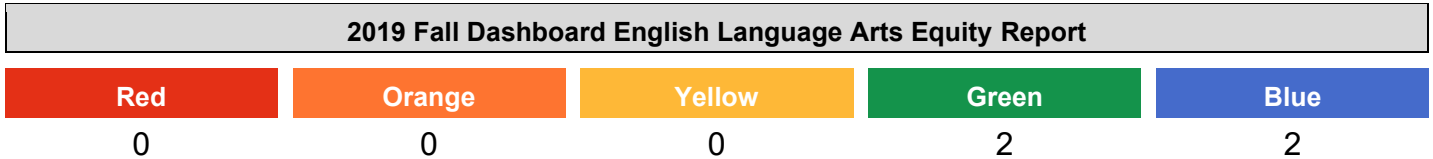
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>75.7 points above standard</p> <p>Declined -4.1 points</p> <p>233</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>32.8 points above standard</p> <p>Maintained ++1.5 points</p> <p>18</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>44.8 points above standard</p> <p>Increased Significantly ++15 points</p> <p>37</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>31.8 points above standard</p> <p>Increased ++9.5 points</p> <p>37</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 107.6 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 49 points above standard Increased ++10.9 points 32	 No Performance Color 77.4 points above standard Declined Significantly -27.6 points 21		 Green 78.4 points above standard Declined -3.8 points 159

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	76.1 points above standard 11	79.6 points above standard Declined -4.9 points 213

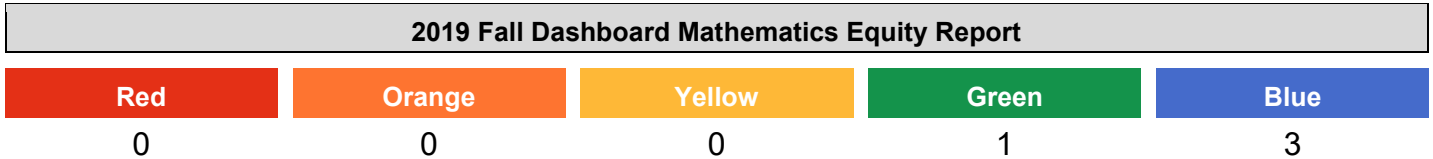
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>51.2 points above standard</p> <p>Maintained ++2.9 points</p> <p>234</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>13.9 points above standard</p> <p>Increased Significantly ++18.4 points</p> <p>18</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>16.4 points above standard</p> <p>Increased ++9.7 points</p> <p>37</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>13.8 points above standard</p> <p>Increased Significantly ++26.8 points</p> <p>37</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 106.1 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 27.2 points above standard Increased Significantly ++19.7 points 32	 No Performance Color 55.4 points above standard Declined -9.8 points 21		 Blue 51.3 points above standard Maintained ++0.8 points 160

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

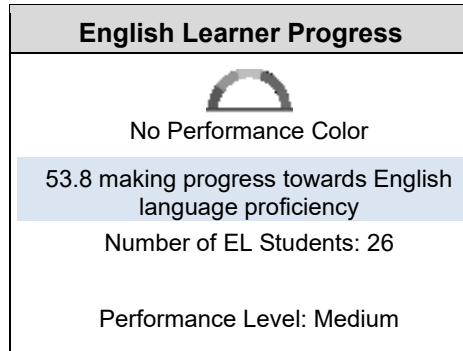
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	44.9 points above standard 11	54.9 points above standard Maintained ++1.1 points 214

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
4	8	2	12

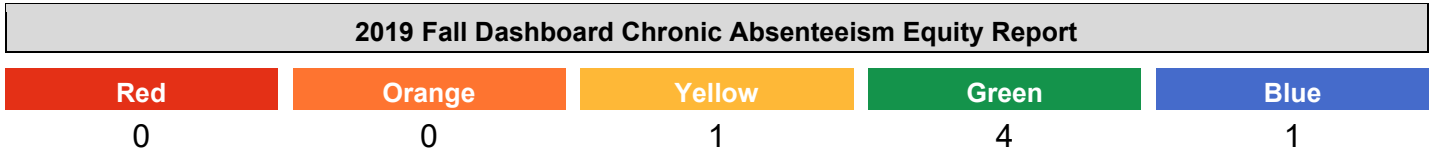
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.5</p> <p>Declined Significantly -3.8</p> <p>474</p>	<p>English Learners</p>  <p>Green</p> <p>8.3</p> <p>Declined -1.2</p> <p>36</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11.4</p> <p>Declined -4.5</p> <p>79</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>9.7</p> <p>Declined -4.4</p> <p>72</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 8.7 Maintained -0.4 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined -11.4 69	 Blue 2.3 Declined -9.1 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 8 Declined -1.6 326

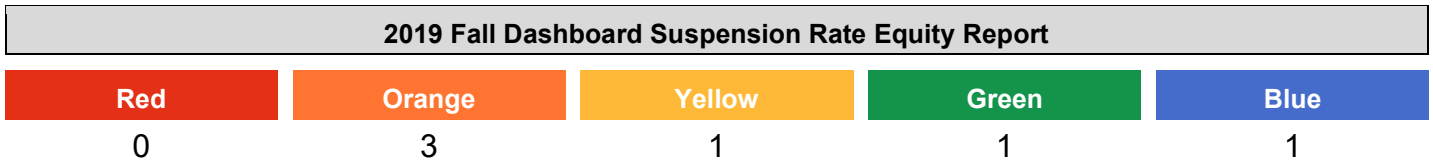
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.8 Increased +0.4 480	<p>English Learners</p>  Blue 0 Declined -2.4 36	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p>  Orange 2.5 Increased +0.3 80	<p>Students with Disabilities</p>  Orange 1.4 Increased +1.4 72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4 Declined -1.7 71	 Orange 2.2 Increased +2.2 45		 Yellow 0.6 Increased +0.6 329

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.8

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

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 1

Increase student academic achievement in Mathematics through mastery of the grades 3-5 specific Essential Learning Outcomes.

By June of 2020, students in grades 3rd through 5th will increase academic performance in the area of mathematics as measured by Formative Assessments based on Math Essential Learning Outcomes (ELOs) and student performance on the CAASPP in the claim area of Problem Solving and Modeling/Data. Currently, 81% of El Morro students in 4th and 5th-grade are meet or exceed standards, as reported on the 18-19 Smarter Balanced Performance Summary for Math. Diving deeper into the data, El Morro would like to increase the percentage of students who are at performance level 3 (above standard) in the achievement area of Problem Solving and Modeling/Data through the implementation of Essential Learning Outcomes at each grade level and a focus on Problem Solving and Modeling/Data. The Instructional Services department and Principal will provide professional development in the area of Common Formative Assessments supporting Math ELOs and grade-level specific interventions tied to the ELOs in Math and Problem Solving and Modeling/Data.

Identified Need

All students need to master grade level Essential Learning Outcomes in Math in order to be successful with math content in future grade levels. Currently, 19% of 4th and 5th-grade students are not proficient in math as measured by the SBAC assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Student achievement on CAASPP Math Summative Assessment grades 3-5.</p> <p>Student achievement on the end of year grade level test in each grade level.</p>	<p>Baseline CAASPP data for 18-19 Problem Solving and Modeling/Data claim is:</p> <p>Grade 4 59% above standard 39% near standard 2% below standard</p> <p>Grade 5 44% above standard 49% near standard 7% below standard</p>	<p>An increased percentage of students above standard in grades 3-5 as measured by CAASPP and specifically in the area of Problem Solving and Modeling/Data.</p> <p>Increase is student grade level ELO achievement</p>

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 receive instruction using Expressions Math curriculum, grade level Essential Learning Outcomes, and Mathematical Standards and Practices.

Action/Service

All students receive best first instruction in their classroom using Math Expressions curriculum. Participation in ongoing PLC professional development in the area of Math ELOs and design of Common Formative Assessments (CFAs).

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)
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Action/Service 2

Students to be Served by this Action/Service

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

Students not meeting mastery of Grade Level Essential Learning Outcomes.

Action/Service

After School Math Intervention Club taught by qualified instructor using i-Ready online math program. This includes bussing for students who stay after school to attend the Math Intervention Club.

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)
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1,800	Categorical (Federal) - Title I (At-Risk/Low Income)
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1,200	Categorical (Federal) - Title I (At-Risk/Low Income)
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2,500	Categorical (Federal) - Title I (At-Risk/Low Income)
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Action/Service 3

Students to be Served by this Action/Service

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

All students and staff

Action/Service

Continued professional learning for all teachers on the development of Common Formative Assessments at each grade level to measure student learning.

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)

3,250

Source(s)

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

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

Goal 2

Each student will strengthen connections to the school, the community, and the world by engaging in activities that build relationships, accountability and community as measured by the metrics listed below.

EI Morro will reduce the number of Office Discipline Referrals (ODR) for physical aggression by teaching students and staff to solve minor relational issues on their own by using the STEP process and restorative practices before they become major offenses.

EI Morro will increase number of teacher's reporting knowledge and use of the Second Step social and emotional learning curriculum and restorative practices to improve relationships and social skills in their classroom.

Identified Need

Analyze the ODR data with staff at meeting to help identify the why.

Disaggregate the data to determine repeat offenders vs. 1x offenders vs. Special ed students vs. general education.

Determine how much time students are missing from instruction in order to receive counseling services to address issues outside of the classroom.

Survey staff on what tools they currently are using to resolve student conflicts.

Aeries Analytics Data reviews each trimester to compare Physical Aggression ODRs.

Assess PALS skills in conflict resolution and mediation process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>A reduction in the number of Office Discipline Referrals for Physical Aggression.</p> <p>Teachers and staff will indicate an increase in skills needed to address relational issues through the use of Second Step social emotional curriculum and Restorative Practices.</p> <p>California Healthy Kids survey and the LCAP survey.</p>	<p>Per AERIES analytics, there were 71 ODR referrals for harassment/bullying, disruptive, defiance, disrespect, and threats. This is 50% of total referrals which is a concern. Many were due to aggression occurring on the playground.</p>	<p>Decrease Office Discipline Referrals (ODR) for harassment/bullying, disruptive, defiance, disrespect, and threats.</p> <p>Students will report a higher level of feeling safe at school on the CHKS and LCAP surveys.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 will participate in the social emotional learning curriculum.

Action/Service

A team of the Principal, Counselor, Psychologist or Psychologist Intern will attend a restorative practices training. This team will then build capacity of all teachers.

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)
300	General Fund - Site Discretionary

Action/Service 2

Students to be Served by this Action/Service

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

Students identified as repeat offenders will be targeted for intensive intervention.

Action/Service

Counseling in Second Step conflict resolution process and Restorative Practices.

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

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

Goal 3

Provide a safe school environment for all students and staff.

Identified Need

Non-school related visitors entering the parking lot and/or using the parking lot to park for the State Park to go hiking or to the beach. Non-school related visitors using the parking lot for a meeting place, construction staging or turnarounds.

Repair of loud speakers is needed so students and staff can hear an announcement in case of an emergency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our goal is for all Facility systems to receive "Good" repair status on the 2019-20 Facilities Inspection Tool (FIT) survey.	El Morro received a "Good" rating on the 2018-19 Facility Inspection Tool.	El Morro will maintain a Good rating on the 2019-20 Facility Inspection Tool.
District LCAP survey.	On 2018-19 LCAP, 89% of respondents agree/strongly agree that students feel safe at school.	El Morro will maintain or increase the number of respondents reporting that students feel safe at school..

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

Install ballistic window tinting on Kindergarten classroom window and Science lab sliding glass door.

Install Ballistic window tinting on the windows to the front office.

Install new signage in the parking lot to increase safety and security and provide the school with towing rights.

Contact Caltrans to install a school entrance only sign 200 feet before the school entrance to direct State Park visitors to the correct entrance, not the school parking lot.
Install a surveillance camera to cover the parking lot.
Install Panic door hardware on the front doors of the school.
Communicate and provide procedures to all parents on school re-unification process in case of emergency.
Link Emergency Response Guide on El Morro Elementary School website.

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)
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Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Expenditures by Funding Source

Funding Source

Amount

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

5,500.00

General Fund - Site Discretionary

3,550.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

8,750.00

Goal 2

300.00

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
- 4 Parent or Community Members

Name of Members	Role
Chris Duddy	Principal
Christine Wagner	Classroom Teacher
Yadi Rojas	Classroom Teacher
Cama Stevens	Classroom Teacher
Angela Harris	Parent or Community Member
Joy Haugen	Parent or Community Member
Lindsay Graham	Parent or Community Member
Areli Torres	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 January 15, 2020.

Attested:



Principal, Mr. Chris Duddy on January 15, 2020



SSC Chairperson, Ms. Cama Stevens on January 15, 2020