

School Year: **2020-21**



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	February 22, 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 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 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 performance 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: 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.

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 in progress when our schools site transitioned to the Distance Learning model due to the pandemic. This goal was monitored by using the grade level CFAs (Common Formative Assessments) in 19-20 and will be on going into the 20-21 school year.

Performance 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 a reduction in Office Discipline Referrals for Physical Aggression, teacher report on student social emotional skills, and the CA Healthy Kids Survey. El 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. El 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.

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 in progress when our schools site transitioned to the Distance Learning model due to the pandemic. The measures were not able to be calculated due to the situation.

Performance Goal #3: Provide a safe school environment for all students and staff.

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. El Morro maintained a Good rating on the Facility Inspection Tool (FIT). All the actions and services listed under Goal #3 were implemented. Installed ballistic window tinting in all classrooms and the office. Signage in the parking lot for safety and towing rights was installed. Caltrans was contacted and new signs differentiating the school entrance and state park were installed. There is now a surveillance camera in the school parking lot. Panic hardware has been installed on the front gates of the school. Still need to update the school website to provide easy access to school re-unification procedures and Emergency Response guide in case of emergency.

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 January 25, 2021 and February 22, 2021 to discuss the prior year's data and current site goals. Student data was shared with the Site Council and the 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 students not meeting grade level Essential Learning Outcomes and to support the social emotional health and safety of 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.42%	0.43%	0.22%	2	2	1
African American	0.42%	0.43%	0.22%	2	2	1
Asian	4.67%	4.74%	4.99%	22	22	23
Filipino	1.27%	1.72%	1.08%	6	8	5
Hispanic/Latino	12.53%	14.66%	13.23%	59	68	61
Pacific Islander	%	%	0%			0
White	71.55%	68.53%	70.93%	337	318	327
Multiple/No Response	0.85%	0.65%	8.68%	4	3	3
	Total Enrollment			471	464	461

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	70	89	96
Grade 1	66	60	68
Grade 2	75	65	67
Grade3	81	80	67
Grade 4	89	79	79
Grade 5	90	91	84
Total Enrollment	471	464	461

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	42	34	31	8.9%	7.3%	6.7%
Fluent English Proficient (FEP)	10	14	18	2.1%	3.0%	3.9%
Reclassified Fluent English Proficient (RFEP)	3	4	6	5.7%	9.5%	17.6%

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.

School 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.

Identified Need

The expectation is that students will master grade level Essential Learning Outcomes in Math in order to be successful with math content in future grade levels. The goal supports increasing student proficiency in math as measured by the SBAC assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student achievement on CAASPP Math Summative Assessment grades 3-5. Student achievement on the end of year grade level test in each grade level.	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 and specifically in the area of Problem Solving and Modeling/Data. Increase in student grade level ELO achievement.

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)

Students in grades 4 and 5 not meeting mastery of Grade Level Essential Learning Outcomes.

Action/Service

All students receive best first instruction in their classroom using Math Expressions curriculum and by completing ST Math grade level lesson. Students will participate in intervention opportunities when needed.

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)

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.

School Goal 2

Return student chronic absenteeism rates to 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 any 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.

Identified Need

The chronic absenteeism rates have risen during the pandemic. We continue to make the necessary efforts to have students attend school as much as possible. When the pandemic ends r relaxes, we want to return chronic absenteeism rates to previous levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students who are absent for 10% or more of the school year.	In the 2018-'19 school year, El Morro Elementary School had a Chronic Absenteeism rate of 6.5%	Keep Chronic Absenteeism rate as low as possible in light COVID - 19 pandemic.

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)

Students who are absent more than the average and those that have been unexcused.

Action/Service

Students support both academically and emotionally based on individual needs.

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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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 environment for all students that promote critical thinking, collaboration, creativity, and communication.

School 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.

Identified Need

Maintaining the identified safety precautions needed to allow El Morro Elementary to stay open for in-person instruction from October 5, 2020 through the end of the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff and student attendance rates.	School was allowed to open on 10-5-20 in accordance with the county health guidelines.	In-person instruction to continue until the end of the school year.

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

Implement and maintaining daily temperature checks. Require (and provide) face coverings for all staff and students while on campus. Provide time for routine personal hygiene (hand washing) and cleaning of shared areas and surfaces. Encourage, model, and set up instructional areas to keep all those on campus physical distanced in and out of the classroom.

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

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

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, 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)
144,000	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)

39,000

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)

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)

6,500

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
Chris Duddy	Principal
Ian Corso	Classroom Teacher
Cama Stevens	Classroom Teacher
Lindsey Richland	Parent or Community Member
Kimberly Mattson	Classroom Teacher
Leanne Huyhn	Other School Staff
Karen Arellano	Parent or Community Member
Paulo Prietto	Parent or Community Member
Severiano Sanchez	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 2-22-21.

Attested:



Principal, Chris Duddy on 2-24-21



SSC Chairperson, Kimberly Mattson on 2-24-21