

School Year: **2022-23**



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	October 19, 2022

School Vision and Mission

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

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

School Profile

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

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

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

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

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

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

Evaluation and Impact of Previous Year's SPSA

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

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

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

The goal for 21-22 was not met in the area of Mathematics. Barriers remain from learning conditions experienced in the COVID-19 pandemic. This goal will be in place for the 22-23 school year.

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

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

The goal for 21-22 was met. The Multi-Tiered Systems of Support were expanded in both academics and social-emotional learning. Student behavior improved over the course of the year as a result of strategic implementation of Second Step curriculum in K-3 and by using pre assessments in 4th and 5th grade to provide lessons and whole group assemblies based on student needs. Identified students received group counseling based on specific social and emotional needs. Students also received Tier 2 and Tier 3 academic intervention in the areas of math and reading. Student groups were flexible and based on assessment data. These systems were differentiated per the needs of students at all levels.

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

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

This goal was nearly met. There were a few hurdles for meeting this goal with the continued restriction due to the Covid pandemic.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

El Morro School Site Council met on October 19, 2022 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 prioritize 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 aspirations.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.5%	0.23%	1	2	1
African American	0.22%	0.7%	0.92%	1	3	4
Asian	4.99%	5.4%	3.89%	23	23	17
Filipino	1.08%	1.2%	0.92%	5	5	4
Hispanic/Latino	13.23%	16.3%	14.87%	61	69	65
Pacific Islander	0%	%	%	0		
White	70.93%	63.6%	67.05%	327	269	293
Multiple/No Response	8.68%	10.6%	10.53%	40	45	46
	Total Enrollment			461	423	437

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	96	76	71
Grade 1	68	68	62
Grade 2	67	72	86
Grade3	67	63	76
Grade 4	79	65	69
Grade 5	84	79	73
Total Enrollment	461	423	437

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

School Goal 1

Teachers will administer common, formative assessments (CFAs) and summative assessments in English/Language Arts to measure specific learning outcomes for Tier I instruction so that 85% of students will end the year within the Tier I instructional range. Data from assessments will be analyzed by grade level Professional Learning Communities (PLC) in collaboration with the Multi-Tiered System of Support (MTSS) Team. Targeted interventions (Tier II & Tier III) will be provided to students to meet essential learning outcomes (ELOs).

Identified Need

To increase student achievement in reading at all grade levels. By the end of the 2022-2023 school year, 85% of students will be proficient in meeting grade level standards in ELA as measured by iReady, DIBELS, and grade level CFAs taken from end-of-year summative data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Summative Assessment grades 3-5, Common Formative Assessments, i-Ready Reading EOY Diagnostic	<p>Most current data: School-wide baseline CAASPP ELA data for 21-22 is 79% at or above standard. By grade level, see below.</p> <p>Grade 3 77% at or above standard 23% near or below standard</p> <p>Grade 4 82% at or above standard 18% near or below standard</p> <p>Grade 5 79% at or above standard 21% near or below standard</p>	<p>* An increased percentage of students at or above standard in grades 3-5 as measured by CAASPP</p> <p>* Increase in K-5 student grade level ELO achievement in ELA.</p> <p>* Increase in the number of K-5 students at Tier I instructional levels at the end of the year; decrease in the numbers of students in Tier I and II levels.</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

Action/Service

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

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

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

*Certificated and Instructional Aides will be trained in OG & DIBELS for Tier II and Tier III instruction and Tier I, II and III progress monitoring.

*Teachers will be trained to provide differentiated support for identified students.

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

Proposed Expenditures for this Action/Service

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

School Goal 2

Teachers will administer common, formative assessments (CFAs) and summative assessments in Mathematics to measure specific learning outcomes for Tier I instruction so that 85% of students will end the year within the Tier I instructional range. Data from assessments will be analyzed by grade level Professional Learning Communities (PLC) in collaboration with the Multi-Tiered System of Support (MTSS) Team. Targeted interventions (Tier II & Tier III) will be provided to students to meet essential learning outcomes (ELOs).

Identified Need

To increase student achievement in reading at all grade levels. By the end of the 2022-2023 school year, 85% of students will be proficient in meeting grade level standards in ELA as measured by iReady, DIBELS, and grade level CFAs taken from end-of-year summative data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Summative Assessment grades 3-5, Common Formative Assessments, i-Ready Math EOY Diagnostic	<p>Most current data: School-wide baseline CAASPP Math data for 21-22 is 71% at or above standard. By grade level, see below.</p> <p>Grade 3 79% at or above standard 21% near or below standard</p> <p>Grade 4 74% at or above standard 26% near or below standard</p> <p>Grade 5 61% at or above standard 39% near or below standard</p>	<p>* An increased percentage of students at or above standard in grades 3-5 as measured by CAASPP</p> <p>* Increase in K-5 student grade level ELO achievement in ELA.</p> <p>* Increase in the number of K-5 students at Tier I instructional levels at the end of the year; decrease in the numbers of students in Tier I and II levels.</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

Action/Service

Tier 1 (ALL): Best first instruction in mathematics using district-adopted curriculum. 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 lessons and Tier II materials, i-Ready printable lessons, i-Ready Teacher Tool Kit and prescriptive lessons, FactsWise, manipulatives, flexible, small group instruction, use of prerequisite needs data

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

*Teachers will attend professional development training to enhance Cognitive Guided Instruction (CGI)

*Teachers will attend training to provide enrichment opportunities for identified students

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

Proposed Expenditures for this Action/Service

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

Amount(s)	Source(s)
2000	Categorical (State) - LCFF Supplemental (Unduplicated Students)
1000	General Fund - GATE
5000	Categorical (State) - LCFF Supplemental (Unduplicated Students)

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 3

By June of 2023, students will demonstrate social-emotional growth in the area of self-efficacy including emotional regulation, problem-solving, and peer relations as measured by the pre and post Self-Efficacy Screener.

Identified Need

Support is needed to strengthen student self-efficacy as we enter our second year back in a traditional school model. We continue to see students struggling with problem-solving, self-regulation, and building positive peer relationships during unstructured times of the school day including recess, lunch, and enrichment class time. Staff have reported a higher than average amount of student disruption during the academic portion of the school day as well. Students are presenting with higher than average social emotional and or behavioral needs in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff will complete a pre/post student screening identifying students in Tier 1, 2, 3 in areas of problem-solving, self-regulation, and positive peer relationships.	TBD	85% of students will be identified in Tier 1 in all 3 SEL areas by the end of the 22-23 school year.
Site survey completed by students in 4th and 5th grade.	TBD	

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

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

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

Tier 3 (FEW): Intensive 1:1 counseling

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

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

5000

Categorical (State) - LCFF Supplemental
(Unduplicated Students)

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 23% (ELA) and 33% (Math) are not grade level proficient. The largest achievement gap exists with students who are English learners or who have IEPs.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in the achievement gap between English learners and students with IEPs 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)
185,269	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)

46,537

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)

10,165

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

School Site Council Membership

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

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

Name of Members	Role
Dr. Julie Hatchel	Principal
Kimberly Mattson	Classroom Teacher
Karly Kovac	Classroom Teacher
Alicia Saucedo	Classroom Teacher
Mary Stinnett	Other School Staff
Ashley Walden	Parent or Community Member
Nicole Strathman	Parent or Community Member
Lauren Boeck	Parent or Community Member
Emily Rolfing	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 10/19/22.

Attested:



Principal, Dr. Julie Hatchel on 10/19/22

SSC Chairperson, Kimberly Mattson on 10/19/22