

Murray Manor Elementary School Accountability Report Card

Board Approved on January 12, 2016

La Mesa Spring Valley School District

Murray Manor Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	La Mesa-Spring Valley
Phone Number	(619) 668-5700
Superintendent	Brian Marshall
E-mail Address	brian_marshall@lmsvsd.net
Web Site	http://www.lmsvsd.org

School Contact Information - Most Recent Year	
School Name	Murray Manor Elementary
Street	8305 El Paso St.
City, State, Zip	La Mesa, Ca, 91942-2704
Phone Number	619-668-5865
Principal	Gina Miller, Principal
E-mail Address	gina.miller@lmsvsd.net
County-District-School (CDS) Code	37681976038533

Last updated: 12/31/2015

School Description and Mission Statement - Most Recent Year

Murray Manor Elementary is committed to meeting the needs of all scholars in kindergarten through sixth grade. Murray Manor's reputation as one of the top schools in La Mesa-Spring Valley Schools (924 API) and identified as a California Distinguished School, is warranted due to our dedication of providing each of our scholars with a challenging learning experience, while embracing the growth mindset. We take pride in our tradition of success and excellence based in rigorous, research based teaching and learning. Twenty-five classroom teachers together with special education staff, support staff, and instructional specialists ensure successful learning experiences and supports for each child.

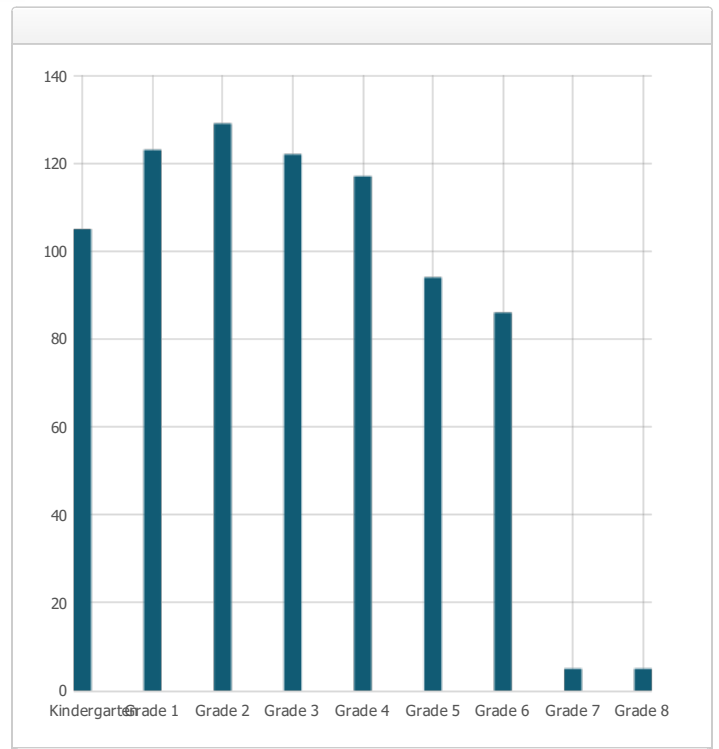
We believe every child can achieve and the effort to meet each child's needs for growth socially, emotionally, and academically is ongoing and intentional. Our focus will continue to be on the tradition of academic excellence via Common Core State Standards as a pathway to continuously build sustainable change on our journey to educate our 21st Century Learners. Our guiding questions are, "What does it mean to be college and career ready?" and "What are we trying to accomplish together?" Our vision is that it's our moral imperative to do what's best and right for all our scholars each and every day with a sense of urgency.

We have defined our purpose to build a strong academic and character foundation in each child by providing an instructional program that emphasizes high standards of achievement partnered with a Peace Builder emphasis to develop responsible citizens. Simply, we want all scholars to learn at high levels every day. We are tenacious about improvement and use a collaborative model with research-based practices to accomplish the goals we set each year.

Last updated: 12/31/2015

Student Enrollment by Grade Level (School Year 2014-15)

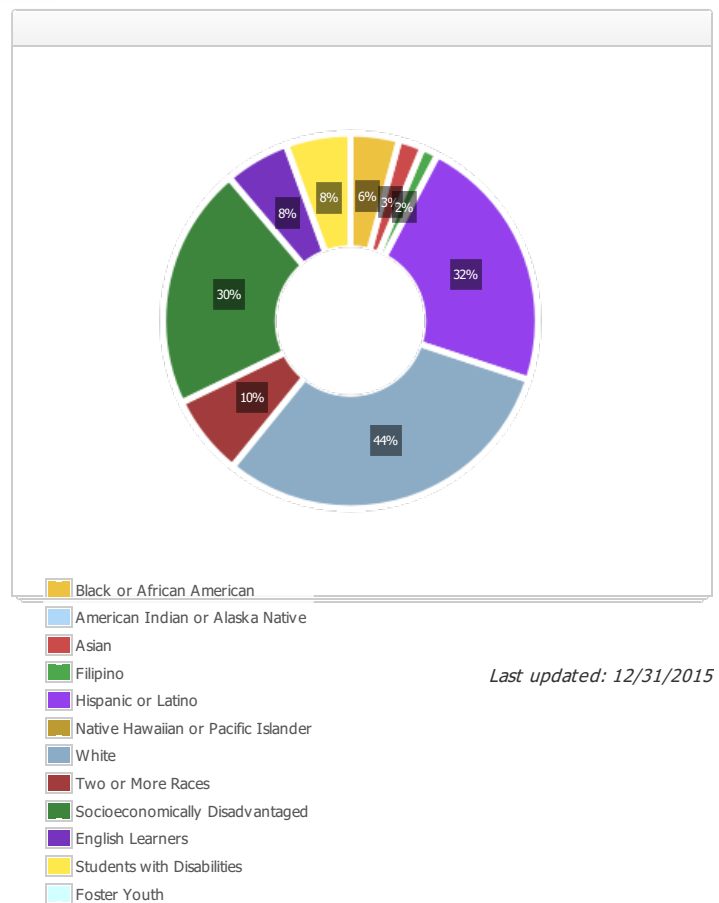
Grade Level	Number of Students
Kindergarten	105
Grade 1	123
Grade 2	129
Grade 3	122
Grade 4	117
Grade 5	94
Grade 6	86
Grade 7	5
Grade 8	5
Total Enrollment	786



Last updated: 12/31/2015

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.2 %
American Indian or Alaska Native	0.3 %
Asian	3.6 %
Filipino	2.2 %
Hispanic or Latino	32.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	44.4 %
Two or More Races	10.4 %
Socioeconomically Disadvantaged	30.3 %
English Learners	8.8 %
Students with Disabilities	8.1 %
Foster Youth	0.8 %



Last updated: 12/31/2015

A. Conditions of Learning

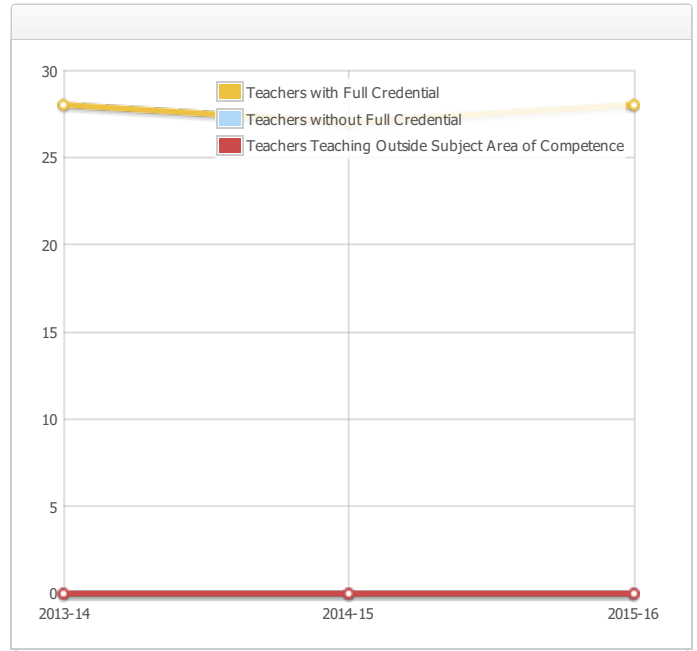
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

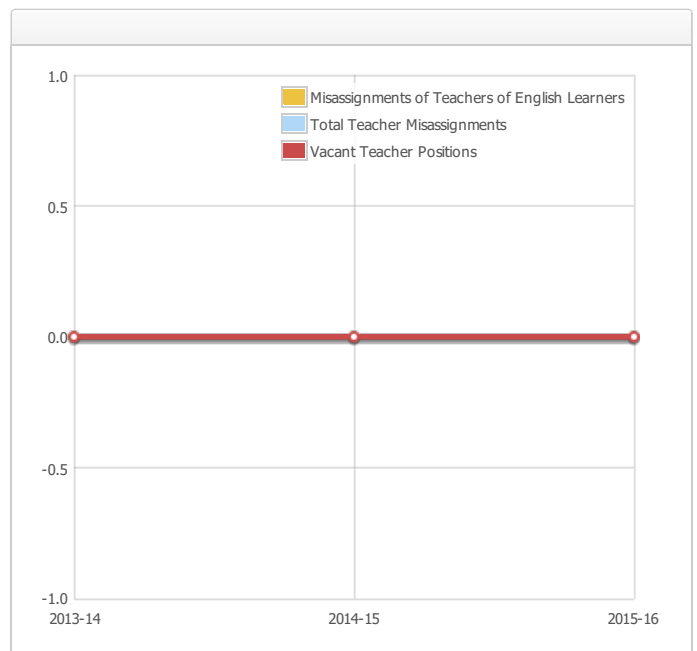
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	27	28	547
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/31/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	100%	%
High-Poverty Schools in District	100%	%
Low-Poverty Schools in District	100%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt – California Reading: Medallion Edition (Adopted 2009)</p> <ul style="list-style-type: none"> • Kindergarten – Big Books in Teacher Materials • 1st – Here We Go, Let's Be Friends, Surprises, Treasures & Wonders • 2nd – Adventures & Delights • 3rd – Rewards & Horizons <ul style="list-style-type: none"> • 4th – Traditions • 5th – Expeditions • 6th – Triumphs <p>Holt Rinehart Winston – Literature & Language Arts (Adopted 2003) [Not most recent list]</p> <ul style="list-style-type: none"> • 6th – Introductory Level <p>Houghton Mifflin – Portals (Adopted 2009)</p> <p>Houghton Mifflin Harcourt – English Language Development Program (Adopted 2009)</p> <p>Holt Rinehart Winston – Holt English Language Development Program (Adopted 2011)</p>	Yes	0.0 %
Mathematics	<p>Houghton Mifflin Harcourt – Math Expressions (Adopted 2014)</p> <p>The College Board – SpringBoard Mathematics (Adopted 2013)</p>	Yes	0.0 %
Science	<p>Pearson Scott-Foresman – California Science (Adopted 2006)</p> <p>Holt Rinehart Winston – Holt California Science (Adopted 2007)</p>	Yes	0.0 %
History-Social Science	<p>Pearson Scott-Foresman – History-Social Science for California (Adopted 2006)</p> <ul style="list-style-type: none"> • Kindergarten – Learn & Work <ul style="list-style-type: none"> • 1st – Time & Place • 2nd – Then & Now • 3rd – Our Community • 4th – Our California • 5th – Our Nation <p>Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006)</p> <ul style="list-style-type: none"> • 6th – Ancient Civilizations 	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	SRA – Art Connections (Adopted 2008)	Yes	0.0 %

Pearson Scott-Foresman – Making Music (Adopted 2008)

Science Lab Eqpmt (Grades 9-12)	0.0 %
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Last updated: 12/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Inspection Date: February 10, 2015

Last updated: 12/31/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: February 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: February 2015

Overall Rating	Good
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Last updated: 12/31/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	58%	44%	44%
Mathematics (grades 3-8 and 11)	49%	37%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	126	119	94.4%	18.0%	34.0%	23.0%	25.0%
Male	126	62	49.2%	18.0%	39.0%	26.0%	18.0%
Female	126	57	45.2%	18.0%	30.0%	19.0%	33.0%
Black or African American	126	9	7.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	126	8	6.3%	--	--	--	--
Filipino	126	4	3.2%	--	--	--	--
Hispanic or Latino	126	43	34.1%	21.0%	42.0%	23.0%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	126	42	33.3%	19.0%	26.0%	19.0%	36.0%
Two or More Races	126	13	10.3%	8.0%	38.0%	38.0%	15.0%
Socioeconomically Disadvantaged	126	39	31.0%	28.0%	41.0%	18.0%	13.0%
English Learners	126	10	7.9%	--	--	--	--
Students with Disabilities	126	7	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/31/2015

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	112	93.3%	13.0%	14.0%	30.0%	42.0%
Male	120	63	52.5%	14.0%	14.0%	29.0%	43.0%
Female	120	49	40.8%	12.0%	14.0%	33.0%	41.0%
Black or African American	120	5	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	6	5.0%	--	--	--	--
Filipino	120	4	3.3%	--	--	--	--
Hispanic or Latino	120	28	23.3%	29.0%	7.0%	36.0%	29.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	57	47.5%	5.0%	14.0%	37.0%	44.0%
Two or More Races	120	11	9.2%	9.0%	27.0%	0.0%	64.0%
Socioeconomically Disadvantaged	120	40	33.3%	28.0%	18.0%	33.0%	23.0%
English Learners	120	5	4.2%	--	--	--	--
Students with Disabilities	120	10	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/31/2015

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	94	91	96.8%	16.0%	25.0%	32.0%	25.0%
Male	94	58	61.7%	19.0%	26.0%	33.0%	21.0%
Female	94	33	35.1%	12.0%	24.0%	30.0%	33.0%
Black or African American	94	6	6.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	94	3	3.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	94	30	31.9%	7.0%	23.0%	40.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	94	42	44.7%	12.0%	29.0%	38.0%	21.0%
Two or More Races	94	10	10.6%	--	--	--	--
Socioeconomically Disadvantaged	94	24	25.5%	21.0%	33.0%	42.0%	4.0%
English Learners	94	2	2.1%	--	--	--	--
Students with Disabilities	94	6	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 12/31/2015

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	82	96.5%	13.0%	30.0%	41.0%	15.0%
Male	85	49	57.6%	14.0%	29.0%	45.0%	12.0%
Female	85	33	38.8%	12.0%	33.0%	36.0%	18.0%
Black or African American	85	4	4.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	1	1.2%	--	--	--	--
Filipino	85	4	4.7%	--	--	--	--
Hispanic or Latino	85	28	32.9%	29.0%	39.0%	25.0%	7.0%
Native Hawaiian or Pacific Islander	85	1	1.2%	--	--	--	--
White	85	37	43.5%	0.0%	35.0%	46.0%	19.0%
Two or More Races	85	7	8.2%	--	--	--	--
Socioeconomically Disadvantaged	85	21	24.7%	24.0%	33.0%	29.0%	14.0%
English Learners	85	2	2.4%	--	--	--	--
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 12/31/2015

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	126	120	95.2%	14.0%	28.0%	38.0%	20.0%
Male	126	62	49.2%	10.0%	31.0%	34.0%	26.0%
Female	126	58	46.0%	19.0%	24.0%	43.0%	14.0%
Black or African American	126	9	7.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	126	8	6.3%	--	--	--	--
Filipino	126	5	4.0%	--	--	--	--
Hispanic or Latino	126	43	34.1%	12.0%	35.0%	37.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	126	42	33.3%	12.0%	24.0%	33.0%	31.0%
Two or More Races	126	13	10.3%	8.0%	31.0%	62.0%	0.0%
Socioeconomically Disadvantaged	126	39	31.0%	26.0%	28.0%	38.0%	8.0%
English Learners	126	11	8.7%	36.0%	36.0%	27.0%	0.0%
Students with Disabilities	126	7	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/31/2015

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	113	94.2%	14.0%	33.0%	36.0%	17.0%
Male	120	64	53.3%	11.0%	30.0%	41.0%	19.0%
Female	120	49	40.8%	18.0%	37.0%	31.0%	14.0%
Black or African American	120	5	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	7	5.8%	--	--	--	--
Filipino	120	4	3.3%	--	--	--	--
Hispanic or Latino	120	28	23.3%	25.0%	36.0%	29.0%	11.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	57	47.5%	5.0%	33.0%	44.0%	18.0%
Two or More Races	120	11	9.2%	9.0%	27.0%	36.0%	27.0%
Socioeconomically Disadvantaged	120	40	33.3%	28.0%	40.0%	25.0%	8.0%
English Learners	120	6	5.0%	--	--	--	--
Students with Disabilities	120	10	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/31/2015

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	94	91	96.8%	26.0%	37.0%	24.0%	12.0%
Male	94	58	61.7%	24.0%	36.0%	29.0%	10.0%
Female	94	33	35.1%	30.0%	39.0%	15.0%	15.0%
Black or African American	94	6	6.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	94	3	3.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	94	30	31.9%	30.0%	43.0%	20.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	94	42	44.7%	19.0%	38.0%	31.0%	12.0%
Two or More Races	94	10	10.6%	--	--	--	--
Socioeconomically Disadvantaged	94	24	25.5%	46.0%	50.0%	0.0%	4.0%
English Learners	94	2	2.1%	--	--	--	--
Students with Disabilities	94	6	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/31/2015

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	82	96.5%	21.0%	33.0%	27.0%	20.0%
Male	85	49	57.6%	16.0%	29.0%	33.0%	22.0%
Female	85	33	38.8%	27.0%	39.0%	18.0%	15.0%
Black or African American	85	4	4.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	1	1.2%	--	--	--	--
Filipino	85	4	4.7%	--	--	--	--
Hispanic or Latino	85	28	32.9%	36.0%	50.0%	7.0%	7.0%
Native Hawaiian or Pacific Islander	85	1	1.2%	--	--	--	--
White	85	37	43.5%	14.0%	24.0%	32.0%	30.0%
Two or More Races	85	7	8.2%	--	--	--	--
Socioeconomically Disadvantaged	85	21	24.7%	29.0%	38.0%	24.0%	10.0%
English Learners	85	2	2.4%	--	--	--	--
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/31/2015

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75%	92%	74%	65%	67%	62%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62%
All Students at the School	74%
Male	75%
Female	72%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	76%
Native Hawaiian or Pacific Islander	--
White	82%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	56%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.7%	26.4%	26.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/31/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Murray Manor is a clear example of the research that overwhelmingly demonstrates parent involvement in children's learning is positively related to achievement. Simply put, there is a positive and convincing relationship between family involvement and scholars' improved academic achievement. This relationship holds true across families of all economic, racial/ethnic, and educational backgrounds. In addition to parent involvement at school, family involvement at home appears to have the greatest achievement impact. We will work with all our families to help them be engaged in their child's learning.

We also have groups we strongly encourage parents to become involved with including PTA, School Site Council, and English Learner Advisory Committee. Also, there are other parent committees that are formed for specific programs and/or needs throughout the school year including our Art and P.E. Docent programs, Watch D.O.G.S., Oasis, and our Everyone a Reader program. Our partnerships with local businesses provide a strong link to our community. There are many ways to be engaged with our learning community and parent volunteers are always welcome in the classroom and on site.

We want all parents to feel welcome and important at Murray Manor. Parents are critical to our success. We ask that parents/guardians be our educational partners in their child(ren)'s education. By being involved, active, and working together, we will continue the tradition of excellence at Murray Manor Elementary. Together, as educational partners, we will continue to make this a remarkable school by putting our scholars first in all we do.

Parent Volunteer Information:

Mrs. Kathy Urich, School Office Manager, 619.668.5865
Mrs. Lynn McRea Woodson, PTA President, 619.668.5865

State Priority: Pupil Engagement

Last updated: 12/31/2015

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

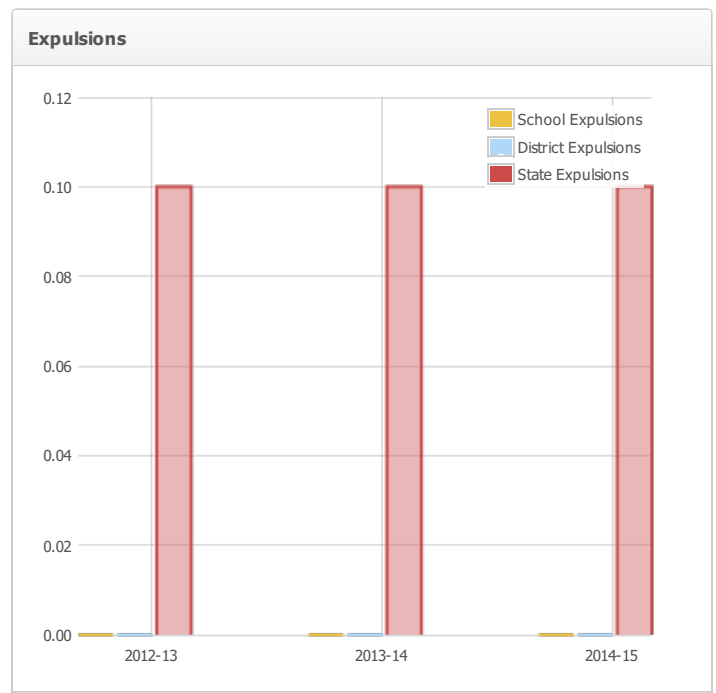
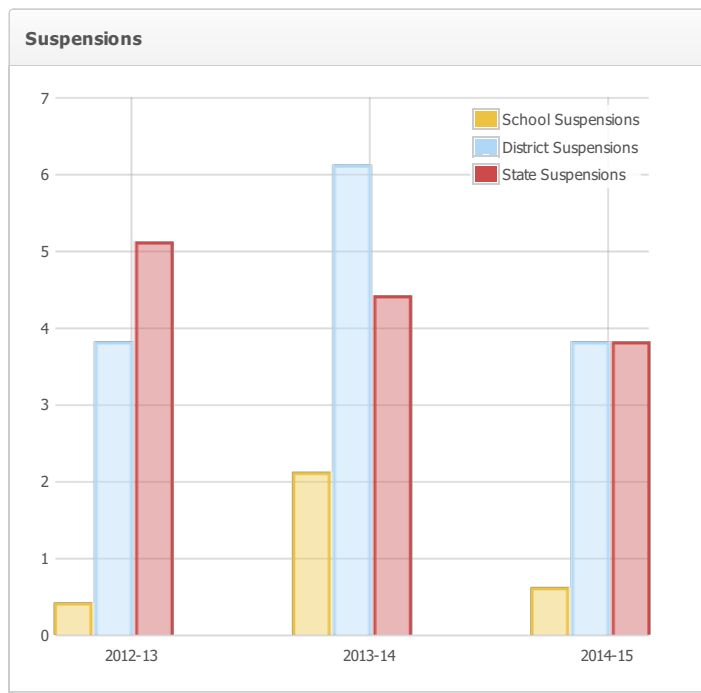
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	2.1	0.6	3.8	6.1	3.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 12/31/2015

School Safety Plan - Most Recent Year

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Educations. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

CSSP was presented to School Site Council in November 2015

Last updated: 12/31/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 12/31/2015

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

Note: Cells with NA values do not require data.

Last updated: 12/31/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	2	4		25.0	1	4		23.0	1	4	
1	31.0		4		31.0		4		30.0		4	
2	29.0		4		30.0		4		31.0		4	
3	29.0		3		31.0		4		32.0		3	
4	29.0		3	1	35.0			3	34.0		1	3
5	33.0		1	2	34.0		1	2	35.0			2
6	31.0		3		29.0		3		36.0			3
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/31/2015

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,258	\$26	\$4,233	\$79,997
District	N/A	N/A	\$5,427	\$76,712
Percent Difference – School Site and District	N/A	N/A	-22%	4.3%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	-20.9%	35.2%

Note: Cells with N/A values do not require data.

Last updated: 12/31/2015

Types of Services Funded (Fiscal Year 2014-15)

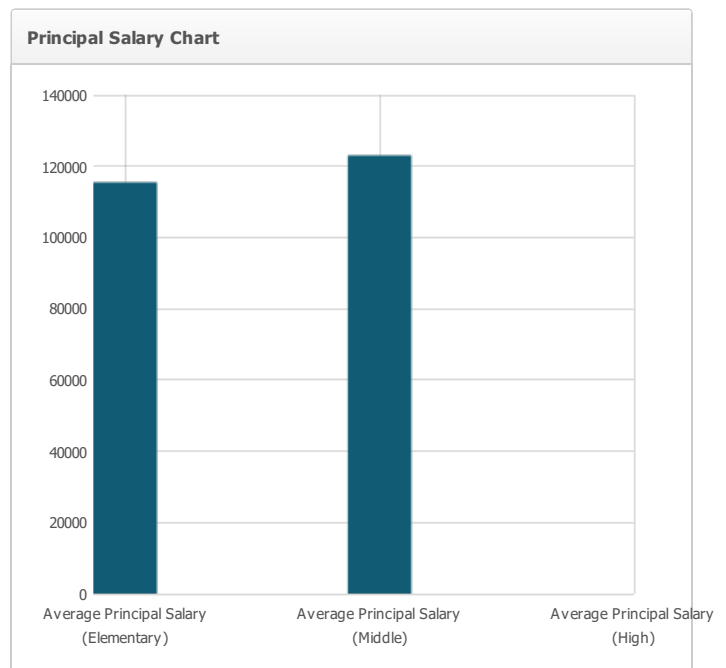
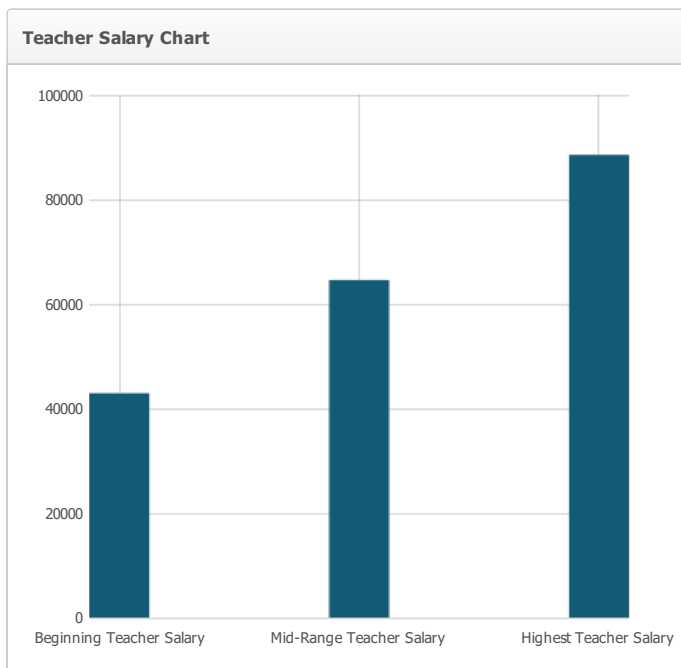
- Special Education
- Title II Part A - Improving Teacher Quality
- Title III - Immigrant Education
- Title III Part A - Limited English
- Lottery - Instructional Materials

Last updated: 12/31/2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,929	\$43,091
Mid-Range Teacher Salary	\$64,590	\$70,247
Highest Teacher Salary	\$88,522	\$89,152
Average Principal Salary (Elementary)	\$115,485	\$112,492
Average Principal Salary (Middle)	\$123,035	\$116,021
Average Principal Salary (High)	--	\$117,511
Superintendent Salary	\$187,150	\$192,072
Percent of Budget for Teacher Salaries	40%	41%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/31/2015

Professional Development – Most Recent Three Years

Professional Development is not a one-time event in La Mesa-Spring Valley. During the most recent three years, all teachers participated in 1.5 days of staff development on days when school was not in session. Professional development is also offered during student breaks and summer, in which many teachers

participate. Specific professional development takes place over 100 of the days students are in school. Professional development is delivered through full-day and after school workshops, coaches modeling and observing classroom lessons, and conference attendance. Professional learning communities of teachers at the same grade level and content area work collaboratively every Tuesday afternoon (modified student days) focusing on improving student learning. This includes analyzing student assessment data, writing SMART Goals and Learning Targets, and planning interventions and enrichment for students. New teachers are supported by the Beginning Teacher Support and Assessment (BTSA)/Induction program through support providers. The Peer Assistance and Review program supports teachers experiencing difficulty. Classified staff, including clerical and custodial, are given training and workshops related to the needs of their jobs. Areas of focus for professional development are selected balancing district needs and staff requests.

For the most recent three years almost all professional development has focused on the content and implementation of the new State Standards, including increasing rigor through an understanding of Depth of Knowledge, and the use of new technology (iPads) in classrooms for both teachers and students.

The District staff development is focused on the Implementation of Common Core State Standards.

1. English Language Arts
 - A. Reading and Content Area Literacy
 1. Close Reading
 2. Academic Vocabulary
 3. Text-based Questions/Answers
 4. Increase Reading of Information Texts
 - B. Writing
 1. Opinion/Arguments
 - C. Speaking and Listening
 1. Collaborative Conversations/Accountable Talk
2. Mathematics
 - A. Math Tasks
 - B. Mathematical Practice Standards
 - C. Newly adopted math textbooks aligned to CCSS.
3. Strategic Use of Technology: How does the technology impact or increase the learning?
 - A. SAMR Model
 1. Substitution
 2. Augmentation
 3. Modification
 4. Augmentation
4. Depth of Knowledge to increase rigor in student tasks. A balance of DOK levels in student tasks.
 - A. DOK 1: Recall and reproduction
 - B. DOK 2: Basic application of skills and concepts
 - C. DOK 3: Strategic thinking
 - D. DOK 4: Extended thinking

Students with disabilities: Intervention materials for students two or more years below grade level have been adopted for both special education and general education students. Teachers providing interventions (both general education and special education) receive training in the use of these materials. Special education paraprofessionals are also trained in the new materials in order to allow them to support students in their learning. Principals are trained in each of these programs as well.

Last updated: 12/31/2015