



# Murray Manor Elementary School

8305 El Paso Street • La Mesa, CA 91942 • 619.668.5865 • Grades K-6

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<https://www.lmsvschools.org/murraymanor/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### La Mesa-Spring Valley School District

4750 Date Avenue

La Mesa, CA 91942-9214

(619) 668-5700

[www.lmsvschools.org](http://www.lmsvschools.org)

#### District Governing Board

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Rebecca McRae, Board Vice President

Chardá Fontenot, Clerk

Megan Epperson, Board Member

Jim Long, Board Member

#### District Administration

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Superintendent

Jennifer Nerat  
Asst. Superintendent, Business Services

Tina Sardina  
Asst. Superintendent, Human Resources

Guido Magliato  
Asst. Superintendent, Learning Support

Deann Ragsdale  
Asst. Superintendent, Student Supports

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Cara Lawler  
Director, Technology & Learning Resources

Nick Richard  
Director, Transportation

### **About the SARC**

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### **School Description**

Murray Manor Campus is committed to meeting the needs of all scholars in kindergarten through sixth grade.

We take pride in our culture of learning, success, and excellence. Our reputation as a top school in La Mesa-Spring Valley Schools, identified as a California Distinguished School and CA Honor Roll School, is warranted due to our dedication of being a leader in student academic achievement, while embracing the climate of possibility to rise and progress at high levels in all areas daily.

Murray Manor Campus staff is dedicated to providing each of our scholars with a challenging learning experience, while embracing a climate of heartfelt possibilities. 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 vision is firmly held that it's our moral imperative to do what's best and right, with all our heart and love, to maximize success for each and every one of our scholars with a sense of urgency. Our guiding questions are "What do our children need in order to continually progress and be lifelong contributors in our world?" Our primary mission is to educate, inspire, and make a difference with scholars, and our piece of the world for the better.

We have defined our purpose to build a strong academic and character foundation in each scholar by providing an instructional program that emphasizes high standards of achievement partnered with Restorative Practices and character trait/Peace Builder emphasis to develop responsible citizens. We are tenacious about improvement and use a collaborative model with relevant research-based practices and analysis of data to accomplish the goals we set each year.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	114
Grade 2	105
Grade 3	111
Grade 4	83
Grade 5	85
Grade 6	82
<b>Total Enrollment</b>	<b>681</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.3
Asian	4.3
Filipino	1.6
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.7
White	39.4
Two or More Races	11.7
Socioeconomically Disadvantaged	41.3
English Learners	12.8
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	1.5

## 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 for Murray Manor Elementary School	17-18	18-19	19-20
With Full Credential	23	29	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley School District	17-18	18-19	19-20
With Full Credential	♦	♦	516
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Murray Manor Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009                      K – 6th, McGraw-Hill, Wonders - Year Adopted 2016                      K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016                      7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials:                      Cambrium Learning, Read Well - Year Adopted 2013                      McGraw-Hill, Flex Literacy - Year Adopted 2017                      McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development                      TK, Hampton Brown, Avenues - Year Adopted 2011                      K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016                      7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015                      6th College Board, Springboard - Year Adopted 2015                      6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials:                      Moby Max - Year Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007                      6th – 8th, Holt, Rinehart &amp; Winston, Holt California Science - Year Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006                      6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006                      7th – 8th, National Geographic, World History &amp; US History - Year Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

**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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2019**

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

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	65	60	53	50	50	48
Math	45	48	40	38	38	37

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	333	98.52	59.76
Male	193	189	97.93	57.14
Female	145	144	99.31	63.19
Black or African American	22	22	100.00	31.82
Asian	13	13	100.00	61.54
Filipino	--	--	--	--
Hispanic or Latino	121	120	99.17	48.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	122	97.60	72.95
Two or More Races	49	48	97.96	66.67
Socioeconomically Disadvantaged	169	165	97.63	48.48
English Learners	58	57	98.28	47.37
Students with Disabilities	32	32	100.00	28.13
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	332	98.22	48.49
Male	193	188	97.41	49.47
Female	145	144	99.31	47.22
Black or African American	22	22	100	18.18
Asian	13	13	100	53.85
Filipino	--	--	--	--
Hispanic or Latino	121	119	98.35	40.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	123	98.4	60.16
Two or More Races	49	47	95.92	51.06
Socioeconomically Disadvantaged	169	165	97.63	30.3
English Learners	58	58	100	43.1
Students with Disabilities	32	31	96.88	16.13
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Murray Manor Campus is a strong example of research demonstrating that parent involvement in children’s learning is positively related to achievement, higher levels of success, and satisfaction. 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 a great achievement impact. We want all families 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 scholar's education because learning and growing is impacted by an adult’s attention and encouragement. By being involved, active, and working together, we will continue the tradition of excellence at Murray Manor Campus. Scholars who feel encouraged and cared for are able to achieve at higher levels—the best news is that it is within our power to help them do so. Together, as educational partners, we will continue to make this a remarkable school by putting our scholars first in all we do to be the difference.

We highly encourage parents to become involved in and outside of school, including Parent Educational Presentations, Parent/Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), School events (Back-To-School Night, Open House, Peace Corral, MUM PTA activities, etc.). Also, there are other parent committees that are formed for specific programs and/or needs throughout the school year including our Art, Physical Education, Garden Docent programs, and the Oasis Tutoring program. Our partnerships with City Hope, Grossmont High School, community agencies, and local businesses provide a strong link to our community. Parent/Guardians are always welcome to volunteer, and there are many ways to be involved such as volunteering in/outside the classroom, assisting with school-wide events, helping with projects, making copies, etc.

#### Parent Volunteer Information:

Ms. Lori Biesel, MUM School Office Manager, 619.668.5865

Mr. Dave Hardenburger, MUM PTA President, 619.668.5865

**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.

**School Safety Plan**

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 Education. 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 Council for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.8	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.0	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	3.0



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		4		26		4		24		4	
1	26		4		27		4		28		4	
2	28		4		27		4		26		4	
3	31		4		28		4		27		4	
4	34			3	32		2	1	34			2
5	33		1	2	32		1	2	35			2
6	35			3	29		3		35			3
Other**									10	2		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,772	\$45,741
Mid-Range Teacher Salary	\$71,738	\$81,840
Highest Teacher Salary	\$103,837	\$102,065
Average Principal Salary (ES)	\$139,958	\$129,221
Average Principal Salary (MS)	\$135,888	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$225,239	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,646.22	\$0.00	\$5,646.22	\$96,956.00
District	N/A	N/A	\$5,837.70	\$86,058.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.3	6.7
School Site/ State	-33.6	10.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

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