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	Local Board Approval Date
Murray Manor Elementary School	37-68197-6038533	May 28, 2020	June 30, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:
- 95% Agree that school meets academic needs of their child
- 92% Satisfied with teacher's communication about child's academic needs
- 95% Feel welcome and respected in classroom and school
- 96% Report child feels safe at school
- 91% Feel school is active in preventing bullying
- 93% Satisfied with communication from school
- 86% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction increased in most categories as compared to the previous year. There was a significant increase in the satisfaction of parents feeling satisfied with the level of engagement and participation related to decisions with their child's education. Increases were also evident with parents reporting their child feels safe at school and with the school preventing bullying. There was also a slight increase in satisfaction with teacher communication. An area that we will focus on this coming year will be continuing to increase meeting the academic needs of each child.

Respondents expressed interest in the following parent education topics:
- Social and emotional needs of children (57 respondents)
- Homework help strategies (53 respondents)
- Ways to get involved and support their child's education (46 respondents)
- Reading development strategies and the language arts curriculum (43 respondents).
- Math development strategies and the math curriculum (42 respondents)
- Internet safety-Educational Technology resources (39 respondents)
- Bullying prevention (35 respondents)

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include staff communication and cohesive teamwork.

The staff was also surveyed regarding what they perceive as growth opportunities. The general consensus was that the staff wanted the new site administrator to be visible on campus and in their classrooms providing guidance and support, not only with educational leadership, but also with students' challenging behavioral concerns.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: improving the culture-climate of the site, improved communication, and increasing the support for the social emotional needs of children.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:
Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to face that includes:

Online Courses
- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses
- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is focused on the use of:
- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction

Staff development at our school site in the 2020-21 school year will continue to focus on refinement of our practice of becoming a highly-functioning Professional Learning Community, refining and improving our system of intervention and support for students, all aligned with improving delivery of our state adopted standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:
- ELAC #3 March 11, 2020 8:30am
- SSC # 4 March 11, 2020 2:30pm; SSC #5 May 28 2:30pm
- Staff Meetings discussing the 2020-21 SPSA goals, metrics: March 10, 2020

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The needs assessment involved conversations with stakeholders as well as the review of SBAC Dashboard Data of all students. In particular, a review of discipline data revealed a need to better support our African American students in the area of the overall suspension rate. All students will be served through our school-wide character education program. This would including weekly Peace Corral and Peace Builder strategies, classroom meetings/circles and positive praise. All certificated staff has participated in SDCOE Restorative Practices professional development and we will continue to have certificated staff, new to the site, and classified staff participate in the SDCOE Restorative Practices professional development. Additionally, we will continue our community partnership with City Hope to provide social/emotional support for students. To better support our students and their social emotional needs, we will be hiring a social worker to work with students, staff, and families two days a week. We will continue to work with all students to improve learning outcomes, behavior, and school connectedness.

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	0.14%	0.29%	0.16%	1	2	1
African American	5.78%	5.58%	5.8%	41	38	37
Asian	4.37%	4.26%	4.23%	31	29	27
Filipino	1.41%	1.62%	1.88%	10	11	12
Hispanic/Latino	37.52%	36.42%	36.68%	266	248	234
Pacific Islander	0.42%	0.73%	0.63%	3	5	4
White	39.35%	39.35%	39.18%	279	268	250
Multiple/No Response	%	%	11.44%			0
			Total Enrollment	709	681	638

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	104	101	104
Grade 1	107	114	104
Grade 2	107	105	96
Grade3	110	111	101
Grade 4	97	83	91
Grade 5	97	85	69
Grade 6	87	82	73
Total Enrollment	709	681	638

Conclusions based on this data:

1. Total enrollment has decreased over the last three years.

2. Murray Manor's largest student group is Hispanic/Latino.

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	90	87	61	12.7%	12.8%	9.6%
Fluent English Proficient (FEP)	27	22	36	3.8%	3.2%	5.6%
Reclassified Fluent English Proficient (RFEP)		3	22	0	3.3%	25.3%

Conclusions based on this data:

1. The number of English Learners (EL) students has decreased over the last three years, in part due to reclassification of students as Reclassified Fluent English Proficient (RFEP).

2. The number of Fluent English Proficient (FEP) students has decreased over the last three years.

3. The number of Reclassified Fluent English Proficient (RFEP) decreased from 2016-17 to 2017-18 and increased from 2017-18 to 2018-19.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	102	107	116	101	105	116	101	105	95.9	99	98.1
Grade 4	101	103	77	97	100	75	97	100	75	96	97.1	97.4
Grade 5	96	96	79	92	90	79	92	90	79	95.8	93.8	100
Grade 6	106	90	75	104	88	74	104	88	74	98.1	97.8	98.7
All Grades	424	391	338	409	379	333	409	379	333	96.5	96.9	98.5

Overall Participation for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2465.	2464.	27.59	39.60	39.05	28.45	30.69	25.71	19.83	17.82	21.90	24.14	11.88	13.33
Grade 4	2499.	2460.	2483.	39.18	22.00	33.33	21.65	27.00	21.33	23.71	21.00	22.67	15.46	30.00	22.67
Grade 5	2530.	2543.	2503.	30.43	33.33	21.52	39.13	34.44	31.65	10.87	23.33	16.46	19.57	8.89	30.38
Grade 6	2602.	2576.	2553.	48.08	30.68	20.27	31.73	44.32	47.30	15.38	19.32	21.62	4.81	5.68	10.81
All Grades	N/A	N/A	N/A	36.19	31.40	29.43	30.07	33.77	30.93	17.60	20.32	20.72	16.14	14.51	18.92

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.31	35.64	40.00	43.10	51.49	48.57	27.59	12.87	11.43
Grade 4	30.93	23.00	34.67	53.61	55.00	42.67	15.46	22.00	22.67
Grade 5	22.83	42.22	27.85	61.96	47.78	45.57	15.22	10.00	26.58
Grade 6	47.12	42.05	21.62	38.46	40.91	56.76	14.42	17.05	21.62
All Grades	32.76	35.36	31.83	48.66	49.08	48.35	18.58	15.57	19.82

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.59	35.64	23.81	50.00	47.52	58.10	22.41	16.83	18.10
Grade 4	40.21	18.00	22.67	45.36	50.00	50.67	14.43	32.00	26.67
Grade 5	41.30	33.33	24.05	46.74	48.89	48.10	11.96	17.78	27.85
Grade 6	54.81	35.63	27.03	37.50	47.13	63.51	7.69	17.24	9.46
All Grades	40.59	30.42	24.32	44.99	48.41	55.26	14.43	21.16	20.42

Writing
Producing clear and purposeful writing

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	16.38	34.65	37.14	62.07	58.42	53.33	21.55	6.93	9.52
Grade 4	23.71	16.00	24.00	59.79	68.00	61.33	16.49	16.00	14.67
Grade 5	20.65	31.11	22.78	68.48	64.44	54.43	10.87	4.44	22.78
Grade 6	29.81	27.27	18.92	67.31	68.18	71.62	2.88	4.55	9.46
All Grades	22.49	27.18	26.73	64.30	64.64	59.46	13.20	8.18	13.81

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.59	34.65	40.95	50.00	56.44	44.76	22.41	8.91	14.29
Grade 4	39.18	26.00	21.33	50.52	54.00	62.67	10.31	20.00	16.00
Grade 5	45.65	44.44	22.78	34.78	48.89	48.10	19.57	6.67	29.11
Grade 6	68.27	53.41	36.49	28.85	42.05	54.05	2.88	4.55	9.46
All Grades	44.74	39.05	31.23	41.32	50.66	51.65	13.94	10.29	17.12

Conclusions based on this data:

1. 60% of overall students in grades 3-6 met/exceeded standard as measured by CAASPP results in English Language Arts.

2. There was a 6% overall student increase in grade 4 who met/exceeded standard as measured by CAASPP results in English Language Arts.

3. 88.7% of grade 3 students and 73.4% of grade 5 students are above/at or near standard for Claim 1 (Reading); 84% of grade 4 students and 90.6% of grade 6 students are above/at or near standard for Claim 4 (Research).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	101	107	116	101	105	116	101	105	95.9	100	98.1
Grade 4	101	103	77	98	100	76	98	100	76	97	97.1	98.7
Grade 5	96	96	79	92	92	78	92	92	78	95.8	95.8	98.7
Grade 6	106	90	75	105	88	73	105	88	73	99.1	97.8	97.3
All Grades	424	390	338	411	381	332	411	381	332	96.9	97.7	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2464.	2462.	15.52	30.69	33.33	37.93	33.66	32.38	29.31	27.72	20.00	17.24	7.92	14.29
Grade 4	2459.	2453.	2485.	11.22	10.00	21.05	27.55	23.00	19.74	32.65	40.00	48.68	28.57	27.00	10.53
Grade 5	2494.	2509.	2493.	17.39	22.83	21.79	15.22	20.65	19.23	32.61	30.43	26.92	34.78	26.09	32.05
Grade 6	2546.	2515.	2529.	22.86	12.50	17.81	25.71	23.86	21.92	33.33	36.36	32.88	18.10	27.27	27.40
All Grades	N/A	N/A	N/A	16.79	19.16	24.40	27.25	25.46	24.10	31.87	33.60	31.02	24.09	21.78	20.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.14	41.58	38.10	53.45	44.55	42.86	22.41	13.86	19.05
Grade 4	17.35	21.00	26.32	39.80	33.00	47.37	42.86	46.00	26.32
Grade 5	20.65	36.96	29.49	31.52	27.17	29.49	47.83	35.87	41.03
Grade 6	31.43	23.86	20.55	40.95	40.91	45.21	27.62	35.23	34.25
All Grades	23.60	30.97	29.52	42.09	36.48	41.27	34.31	32.55	29.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.59	38.61	40.00	54.31	43.56	40.95	18.10	17.82	19.05
Grade 4	14.29	14.00	27.63	56.12	53.00	52.63	29.59	33.00	19.74
Grade 5	20.65	17.39	19.23	47.83	52.17	48.72	31.52	30.43	32.05
Grade 6	20.00	14.77	15.07	58.10	46.59	61.64	21.90	38.64	23.29
All Grades	20.92	21.52	26.81	54.26	48.82	50.00	24.82	29.66	23.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	39.60	44.76	56.90	53.47	42.86	20.69	6.93	12.38
Grade 4	22.45	15.00	27.63	41.84	46.00	48.68	35.71	39.00	23.68
Grade 5	18.48	25.00	19.23	45.65	43.48	42.31	35.87	31.52	38.46
Grade 6	24.76	13.64	20.55	54.29	50.00	50.68	20.95	36.36	28.77
All Grades	22.14	23.62	29.52	50.12	48.29	45.78	27.74	28.08	24.70

Conclusions based on this data:

1. 48% of students in grades 3-6 met/exceeded standard as measured by CAASPP results in Mathematics.

2. There was a 1% overall student increase in grade 4, 8% overall student increase in grade 8, and a 4% overall student increase in grade 6 who met/exceeded standard as measured by CAASPP results in Mathematics.

3. 86.8% of grade 3 students are above/at or near standard for Claim 3 (Communicating Reasoning); 80.2% of grade 4 students, 67.9% of grade 5 students, and 76.7% of grade 6 students are above/at or near standard for Claim 2 & 4 Combined (Problem Solving and Modeling and Data Analysis).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
681	**41.3**	**12.8**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	12.8
Foster Youth	2	0.3
Homeless	10	1.5
Socioeconomically Disadvantaged	281	41.3
Students with Disabilities	77	11.3

Conclusions based on this data:

1. There was a significant decrease in the number of students enrolled in the 2018-19 school year.

2. There was a decrease in the percentage of the social economically disadvantaged students.

3. There was an increase in the number of students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

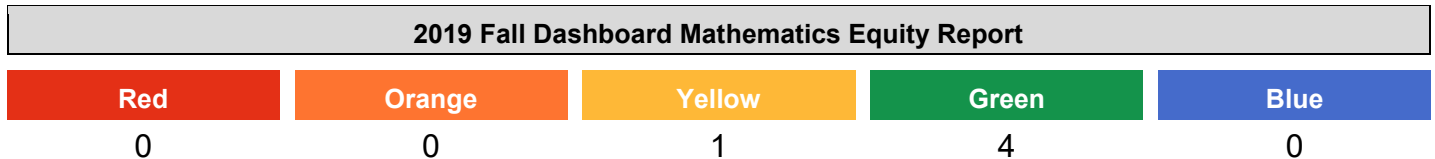| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
16.5 points above standard	4.6 points below standard	0 Students
Declined -10.3 points	Declined -5.9 points	
331	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.1 points below standard	71 points below standard
3	Declined -12.1 points	Increased ++7.1 points
	165	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	15.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -45.3 points	1	Declined Significantly -28.4 points	4
22		15	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Green
10.4 points below standard	24.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	47.9 points above standard
Declined -11.2 points	Declined -10.3 points	4	Declined -4.1 points
120	48		117

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
12.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	18.4 points above standard
Increased Significantly ++15.8 points	6	Declined -11.7 points
48		271

Conclusions based on this data:

1. All students performed above standard by at least 15%.

2. Overall, the English Language Arts has seen a slight decline in performance.

3. There was an increase of 6.7 points in our Students with Disabilities student group.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	4	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
6.4 points below standard	13 points below standard	
Increased ++6.4 points	Increased Significantly ++18.3 points	
330	54	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39 points below standard	89.2 points below standard
3	Increased ++3.5 points	Increased Significantly ++20.9 points
	165	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
74 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -35.5 points	1	Increased ++3.1 points	5
22		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
24.9 points below standard	5.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	21.6 points above standard
Increased ++7.7 points	Increased Significantly ++21.7 points	4	Maintained ++1.9 points
119	47		117

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
20.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.8 points below standard
Increased Significantly ++32.4 points	6	Increased ++3.2 points
48		270

Conclusions based on this data:

1. Overall, our scores are increasing in Math.

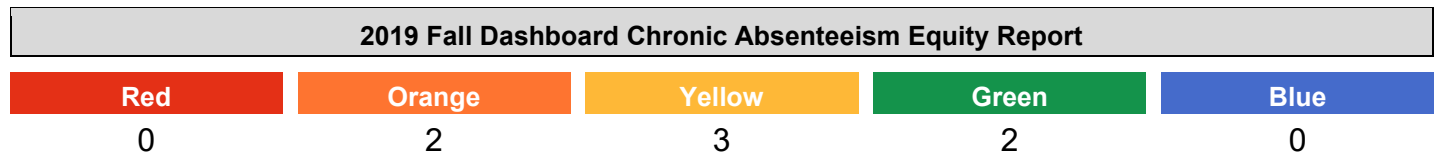**2.** Our English Learners significantly increased in their scores and are at the green level on the Dashboard.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
8.3	6.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Declined -3.9	2
698	94	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.6	19.8
10	Declined Significantly -3.5	Increased +9.8
	348	91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
5.3	Less than 11 Students - Data Not Displayed for Privacy	3.4	15.4
Declined -6.1		Maintained +0.3	13
38	2	29	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Yellow
10.3	8.8	Less than 11 Students - Data Not Displayed for Privacy	7.2
Declined -0.6	Increased +2.8		Maintained -0.4
252	80	5	279

Conclusions based on this data:

1. There has been little change in our overall chronic absenteeism rate.

2. Our socio-economically disadvantaged student group declined and is at a 10.6% rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

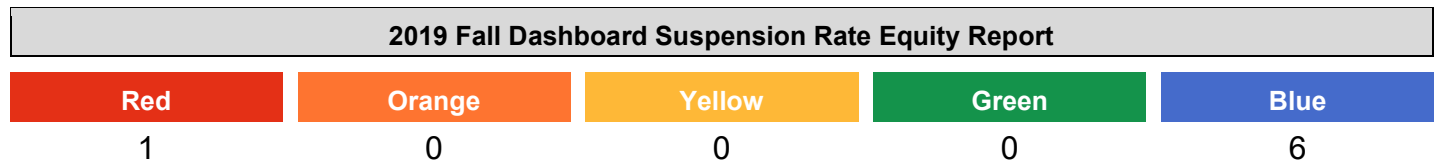Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.2	Maintained 0	2
710	95	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0.6	0
10	Declined Significantly -2.6	Declined -1.3
	352	91

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 7.9 Increased +1.2 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Maintained 0 29	No Performance Color 0 13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Declined Significantly -1.3 256	Blue 0 Declined -3.4 81	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Blue 0.3 Declined Significantly -1 286

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.8	0.6

Conclusions based on this data:

1. There was a decline in overall student suspensions.

2. There was an increase in the number of suspensions of African American students by 1.2%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

As a school committed to high levels of learning and achievement, based our 2018-2019 SBAC results, we will remain focused upon each and every student meeting/exceeding standards and making continuous improvement. This goal is a result of the evidence that our achievement data reveals about us meeting the needs of our students and how we intend to address/support each of their needs. English Language Arts data results indicates the school-wide need to continue to inform instruction and provide supports in the areas of Overall Achievement, Reading, Writing, Listening, Research/Inquiry, and make continual progress in Mathematics. In ELA, our socioeconomically disadvantaged students, our students with disabilities, and our Hispanic students will need more targeted support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%.	(17-18) 66% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 60% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	69% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics • Students meeting standard on SBAC will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 44% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 48% of students in grades3-6 met/exceeded standard as measured by SBAC in Mathematics.	51% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that engage in the ongoing work of the teaching and assessing cycle, who meet regularly, share expertise, and work collaboratively to improve the overall achievement of all students and efficacy of teachers.
- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student to ensure student learning.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

Proposed Expenditures for this Strategy/Activity

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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high levels of student learning and quality instruction.
- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.
- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in the teaching and assessing cycle for teams.
- Grade-level teams will use teaching-assessing plan templates, standards unwrapping resources, and assessment maps to identify targets, determine formative assessments, and plan instruction for student learning.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of common formative assessment data to monitor student progress and to plan re-teaching, intervention, and differentiation to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Designated 3-6 grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by Grade-level teams to determine placement in intervention groups (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- 4-6 grade teachers will collaborate with District Math Coach to analyze data, examine instructional strategies and plan for interventions to meet the needs of students in mathematics.
- Site will fund site based guest teachers to work with grade level teams in order for grade level teachers to work with student groups at Tier 3 Intensive Intervention to increase reading comprehension, fluency, and reading skills.
- Grade-level teams will be given release time to analyze data, plan guaranteed/viable instruction/curriculum, and skill-specific interventions for What I Need (WIN) Time based on students' needs.

Proposed Expenditures for this Strategy/Activity
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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities have been implementated as outlined above with the addition of adult learning on the teaching-assessing cycle and creating common formative assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to work with our Math Coach to work with 4-6th grade Math teachers who will collaborate with the district math coach to anaylze data, examine instruction strategies, develop common formative assessments, and plan for interventions/differentiation to meet the needs of students in Mathematices. Due to a reduction in funding, we will no longer be able to retain an Intervention Teacher in the 20-21 school year. Instead, we will utilize guest teachers to support current classroom and grade level teams during invention/WIN time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #2 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap. This goal is a result of the evidence that our achievement data reveals about us meeting the needs of our students in particular groups and how we intend to address/support each of their needs. The SBAC data results indicates the school-wide need to continue to inform instruction and provide supports in the following student groups: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Students with Disabilities will need additional supports in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress • We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	70.8% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	73.8% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged	(17-18) 54% of Socioeconomically Disadvantaged students in	57% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC will increase by 3%.	grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 29% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 47% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	standard as measured by SBAC in ELA. 33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC will increase by 3%.	(17-18) 32% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 19% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 27% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 15% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	35% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Intervention Team to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

Proposed Expenditures for this Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities have been implemented as outlined above to help ensure high levels of student achievement and to close the achievement gap of students in particular groups (i.e, students with disabilities and all English Learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor implementation of Wonders English Language Development (ELD), and Imagine Learning. Teachers will track student progress towards mastery of essential standards and plan intervention for students as needed. Special Education staff will attend professional development and work with District Resource Teacher over the course of the 2020-21 school year to improve the implementation of the Common Core/Essential Standards and provide access for every student. Classified and Certificated staff are participating in Insights to Behavior professional development to support students whose behavior can adversely effect student learning/progress. Additionally, classified and certificated staff will work in conjunction with site based social worker to support student with behavior and emotional needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #3 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence. As a school committed to being student-centered, high levels of learning/achievement, and progress, we are focused on establishing a quality learning environment that is safe and conducive to learning. We are tenacious in fostering a climate of safety, respect, responsibility, and kindness. Our African American students will need additional supports in order to reduce the number of suspensions. Students with disabilities and students with two or more races will need additional targeted support to reduce their chronic absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.54% for the previous school year. (18-19) The school attendance rate was 95.71%.	The school attendance rate will increase by 0.05% to a rate of 95.76% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 9.25% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 8.3%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 7.3% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) 1.30% of students were suspended during the previous school year. (18-19) 0.6% of students were suspended.	Student suspensions will remain at 0.6% or below during the coming school year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Character Education
- Continue implementing anti-bullying programs and other Character Education programs (e.g., Peace Builders and anti-bullying strategies).
- Continue weekly Peace Corral and Peace Builder recognition praise notes and circles/class meetings.
- All Certificated staff has participated in SDCOE Restorative Practices professional development. Continue to have Certificated staff, new to site, and Classified staff participate in SDCOE Restorative Practices professional development.
- Continue community partnership with City Hope to provide social/emotional support for students.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Consistent Attendance
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences.
- Work with families to address situations that are leading to absences offering resources when and/if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings (via SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.
- Consult with school community parent groups (SSC, ELAC, PTA) to gain insight and ideas for improving student attendance.
- Work with community resources/partnerships (La Mesa Spring Valley Education Foundation, City Hope, La Mesa Community Kids Foundation, etc.) to provide assistance for families in need.
- Connect families with our school after school clubs, before school Run 4 Fun, neighborhood YMCA, and/or LMSV Extended School Services (ESS) for before/after school care.
- Continue to offer our before school breakfast program and 2nd Chance breakfast during morning recesses for students.
- Continue to promote the importance of school attendance in NTI (All Call/Emails), Peach Jar, electronic marquee, attendance bulletin board in front of school, and school social media (Twitter, FaceBook, Instagram, Webpage).

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses.
- Focus on positive behavior interventions and supports where consequences for behaviors are logical and natural where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Behavior
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Proposed Expenditures for this Strategy/Activity
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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities have been implemented as outlined above.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 20-21 school year, we will be provided with a social worker who will plan positive attendance campaigns, run social emotional groups, provide parent and staff education, and support positive behavior and emotion management.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #4 – We will fully engage our parents, community, and staff in the education of our students.

Goal 4

Establish meaningful partnerships with our parents/families to promote student success.

Identified Need

Murray Manor is focused on continuous improvement, and establishing meaningful partnerships with our parents/families to promote student success. Engagement of our parents/families is valued and critical to our school's success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 56.8%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 58%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 61%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 95.3%. (19-20) percentage of parents who agree that the school meets the academic needs of their child is 92%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 95%.
Parents indicating they "always/most" feel welcome at school as measured by the	(18-19) percentage of parents reporting that they feel welcome at school is 96.5% as measured by Question #3 on	The percentage of parents reporting that they "always/most" feel welcome at school will increase to 98%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
annual District Parent Satisfaction Survey.	the School Parent/Family Survey. (19-20) percentage of parents reporting that they feel welcome at school is 95% as measured by Question #3 on the School Parent/Family Survey.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To ensure our parents are partners, parent education and training will be offered.
- Hold a variety of parent events establishing relationships with school staff. These events include Back-To-School Night, Parent Educational Presentations, Open House, and PTA sponsored events (Ice Cream Social, Fall Festival, Winter Murrayland, Family Movie Nights, Family Dances, Family Science Nights, Family Bingo Night, etc.).
- Work with District staff to provide training for ELAC, SSC, and PTA (via 9th District PTA).
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.
- Work with District and Community agencies to provide parent education at day/evening times on a variety of topics: Supporting your child in Mathematics, CPM, Self-Esteem/Anti-Bullying, Internet/Social Media Safety, Anxiety/Challenging Behaviors, and other topics parents express interest in.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Utilize home/school communication via apps like Class Dojo, Jupiter Grades, email, phone calls, texts, school social media sites (Twitter, FaceBook, Instagram), electronic marquee, and our school website.

Proposed Expenditures for this Strategy/Activity
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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Community engagement
- Establish, maintain, and utilize website updates, Twitter feed, and other social media (e.g., Facebook, Instagram) platforms to foster communication with parents and families specifically, and the community at large.
- Hosting community volunteer events (e.g., Community Service initiatives).
- Continue community partnership with Grossmont High School with hosting GHS Student Interns on site working with our teachers/students.
- Continue to work with our Murray Manor (MUM) PTA to organize, facilitate, and sponsor school community events for our families.

Proposed Expenditures for this Strategy/Activity
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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

> The strategies and activities have been implemented as outlined above.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

> There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

> During the 2020-2021 school year, the school will utilize parent recommendations submitted via the School Parent/Family Survey in conjunction with input from stakeholder groups, such as PTA, SSC, and ELAC, to help develop topics for parent education events (e.g., social/emotional needs of children, homework help strategies). Also, we will continue to host events on a variety of days/times and topics to support the needs of parents. We will continue to utilize the annual parent/family survey as a metric to measure if they attend parent education or school events such as Ice Cream Social, Fall Festival, PTA Dine-Out events, Winter Murrayland, etc. Additionally, we will utilize a site based social worker two days a week to support students and families through positive attendance campaigns, provide parent education, make parent contact and home visits, coordinate family needs, as well as attend parent meetings.

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

0 Secondary Students

Name of Members	Role
Rob Myrick	Principal
Lori Biesel	Other School Staff
Lisa Milligan	Classroom Teacher
Lesley Moss	Classroom Teacher
Karen Omahen	Classroom Teacher
Amy Beam	Parent or Community Member
Dave Hardenburger	Parent or Community Member
John Ruiz	Parent or Community Member
Amy Wasson	Parent or Community Member
Bradley Webb	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
	English Learner Advisory Committee

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 May 28, 2020.

Attested:

Signature	Role
	Principal, Robert Myrick on 5/28/20
	SSC Chairperson, Karen Omahen on 5/28/20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.