



# 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 learning community	37-68197-6038533	May 20, 2021	June 15, 2021

## 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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :

- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed 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 an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

## **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.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Technology, learning management systems, student safety, Social Emotional Learning (SEL), Distance Learning strategies, student engagement, and professional learning communities.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:

- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- 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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on equity and student engagement.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention 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 allow for 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)

Essential Standards in math and language arts provide 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 (when available), 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 our major focus to raise student achievement.

In 2021-22 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)  
Social-Emotional Learning  
Harmony Social Emotional Learning  
Lexia/Core 5  
Imagine Learning

## 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 federal funds (as applicable) 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 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 at the end of each Goal.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 (ELAC delegated their responsibilities to SSC)
- SSC # 4 Meeting, March 18, 2021, at 2:30pm; SSC #5 Meeting, May 20, 2021, at 2:30pm
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: March 8, 2021, at 2:30pm

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 school-wide character development program to include 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.

In comparing the 2018-2019 to the 2019-2020 Data Quest suspension data, specifically for African Americans there was a drastic decline. In 2018-2019, the suspension rate was 7.9% and in 2019-2020 it was 0% for African Americans.

# 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	%	%	0%			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

# 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%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	102	107	101	105	101	105	99	98.1
Grade 4	103	77	100	75	100	75	97.1	97.4
Grade 5	96	79	90	79	90	79	93.8	100
Grade 6	90	75	88	74	88	74	97.8	98.7
All Grades	391	338	379	333	379	333	96.9	98.5

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2465.7	2464.1	39.60	39.05	30.69	25.71	17.82	21.90	11.88	13.33
Grade 4	2460.0	2483.3	22.00	33.33	27.00	21.33	21.00	22.67	30.00	22.67
Grade 5	2543.2	2503.0	33.33	21.52	34.44	31.65	23.33	16.46	8.89	30.38
Grade 6	2576.4	2553.7	30.68	20.27	44.32	47.30	19.32	21.62	5.68	10.81
All Grades	N/A	N/A	31.40	29.43	33.77	30.93	20.32	20.72	14.51	18.92

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	35.64	40.00	51.49	48.57	12.87	11.43
Grade 4	23.00	34.67	55.00	42.67	22.00	22.67
Grade 5	42.22	27.85	47.78	45.57	10.00	26.58
Grade 6	42.05	21.62	40.91	56.76	17.05	21.62
All Grades	35.36	31.83	49.08	48.35	15.57	19.82

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	35.64	23.81	47.52	58.10	16.83	18.10
Grade 4	18.00	22.67	50.00	50.67	32.00	26.67
Grade 5	33.33	24.05	48.89	48.10	17.78	27.85
Grade 6	35.63	27.03	47.13	63.51	17.24	9.46
All Grades	30.42	24.32	48.41	55.26	21.16	20.42

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	34.65	37.14	58.42	53.33	6.93	9.52
Grade 4	16.00	24.00	68.00	61.33	16.00	14.67
Grade 5	31.11	22.78	64.44	54.43	4.44	22.78
Grade 6	27.27	18.92	68.18	71.62	4.55	9.46
All Grades	27.18	26.73	64.64	59.46	8.18	13.81

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	34.65	40.95	56.44	44.76	8.91	14.29
Grade 4	26.00	21.33	54.00	62.67	20.00	16.00
Grade 5	44.44	22.78	48.89	48.10	6.67	29.11
Grade 6	53.41	36.49	42.05	54.05	4.55	9.46
All Grades	39.05	31.23	50.66	51.65	10.29	17.12



# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	101	107	101	105	101	105	100	98.1
Grade 4	103	77	100	76	100	76	97.1	98.7
Grade 5	96	79	92	78	92	78	95.8	98.7
Grade 6	90	75	88	73	88	73	97.8	97.3
All Grades	390	338	381	332	381	332	97.7	98.2

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2464.6	2462.7	30.69	33.33	33.66	32.38	27.72	20.00	7.92	14.29
Grade 4	2453.2	2485.5	10.00	21.05	23.00	19.74	40.00	48.68	27.00	10.53
Grade 5	2509.8	2493.4	22.83	21.79	20.65	19.23	30.43	26.92	26.09	32.05
Grade 6	2515.3	2529.3	12.50	17.81	23.86	21.92	36.36	32.88	27.27	27.40
All Grades	N/A	N/A	19.16	24.40	25.46	24.10	33.60	31.02	21.78	20.48

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	41.58	38.10	44.55	42.86	13.86	19.05
Grade 4	21.00	26.32	33.00	47.37	46.00	26.32
Grade 5	36.96	29.49	27.17	29.49	35.87	41.03
Grade 6	23.86	20.55	40.91	45.21	35.23	34.25
All Grades	30.97	29.52	36.48	41.27	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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	38.61	40.00	43.56	40.95	17.82	19.05
Grade 4	14.00	27.63	53.00	52.63	33.00	19.74
Grade 5	17.39	19.23	52.17	48.72	30.43	32.05
Grade 6	14.77	15.07	46.59	61.64	38.64	23.29
All Grades	21.52	26.81	48.82	50.00	29.66	23.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	39.60	44.76	53.47	42.86	6.93	12.38
Grade 4	15.00	27.63	46.00	48.68	39.00	23.68
Grade 5	25.00	19.23	43.48	42.31	31.52	38.46
Grade 6	13.64	20.55	50.00	50.68	36.36	28.77
All Grades	23.62	29.52	48.29	45.78	28.08	24.70

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1428.3	*	1430.4	*	1423.6	*	11
Grade 1	1520.2	1461.3	1516.6	1467.4	1523.1	1454.8	13	12
Grade 2	*	1587.5	*	1572.9	*	1601.8	*	11
Grade 3	1507.9	1543.8	1496.7	1521.6	1518.7	1565.4	18	12
Grade 4	1526.6	1558.7	1527.3	1557.1	1525.4	1559.8	22	18
Grade 5	*	1570.1	*	1577.9	*	1561.6	*	16
Grade 6	*	*	*	*	*	*	*	6
All Grades							84	86

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	45.45		18.18		9.09	*	11
1	92.31	25.00		50.00	*	16.67		8.33	13	12
2	*	72.73	*	27.27		0.00		0.00	*	11
3	*	41.67	*	50.00	*	8.33	*	0.00	18	12
4	*	61.11	*	27.78	*	11.11	*	0.00	22	18
5	*	56.25	*	12.50	*	31.25		0.00	*	16
6	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	48.84	33.33	32.56	*	16.28	*	2.33	84	86

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	27.27	*	45.45		18.18		9.09	*	11
<b>1</b>	84.62	50.00	*	41.67		0.00	*	8.33	13	12
<b>2</b>	*	81.82	*	18.18		0.00		0.00	*	11
<b>3</b>	*	41.67	*	50.00	*	8.33	*	0.00	18	12
<b>4</b>	54.55	77.78	*	22.22	*	0.00		0.00	22	18
<b>5</b>	*	68.75	*	12.50	*	18.75		0.00	*	16
<b>6</b>	*	*	*	*	*	*		*	*	*
<b>All Grades</b>	59.52	60.47	28.57	29.07	*	8.14	*	2.33	84	86

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	27.27	*	18.18	*	45.45		9.09	*	11
<b>1</b>	84.62	33.33	*	33.33	*	16.67		16.67	13	12
<b>2</b>	*	54.55	*	45.45	*	0.00		0.00	*	11
<b>3</b>	*	50.00	*	41.67	*	8.33	*	0.00	18	12
<b>4</b>	*	44.44	*	38.89	*	16.67	*	0.00	22	18
<b>5</b>	*	18.75	*	37.50	*	37.50		6.25	*	16
<b>6</b>	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	41.67	34.88	28.57	38.37	21.43	22.09	*	4.65	84	86

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	18.18	*	72.73		9.09	*		11
<b>1</b>	92.31	75.00	*	16.67		8.33	13		12
<b>2</b>	*	72.73	*	27.27		0.00	*		11
<b>3</b>	*	25.00	66.67	58.33	*	16.67	18		12
<b>4</b>	54.55	61.11	*	38.89		0.00	22		18
<b>5</b>	*	31.25	*	56.25		12.50	*		16
<b>6</b>	*	*	*	*	*	*	*		*
<b>All Grades</b>	60.71	46.51	36.90	46.51	*	6.98	84		86

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	36.36	*	54.55		9.09	*	11
<b>1</b>	84.62	25.00	*	66.67	*	8.33	13	12
<b>2</b>	*	72.73	*	27.27		0.00	*	11
<b>3</b>	*	75.00	*	25.00	*	0.00	18	12
<b>4</b>	68.18	77.78	*	22.22	*	0.00	22	18
<b>5</b>	*	81.25	*	12.50		6.25	*	16
<b>All Grades</b>	65.48	63.95	30.95	32.56	*	3.49	84	86

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	9.09	*	81.82		9.09	*	11
<b>1</b>	84.62	41.67	*	50.00		8.33	13	12
<b>2</b>	*	45.45	*	54.55		0.00	*	11
<b>3</b>	*	25.00	66.67	75.00	*	0.00	18	12
<b>4</b>	*	33.33	63.64	66.67	*	0.00	22	18
<b>5</b>	*	50.00	*	43.75		6.25	*	16
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.48	33.72	48.81	61.63	*	4.65	84	86

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	45.45	*	36.36		18.18	*	11
<b>1</b>	*	0.00	*	83.33		16.67	13	12
<b>2</b>	*	72.73	*	27.27		0.00	*	11
<b>3</b>	*	91.67	66.67	8.33	*	0.00	18	12
<b>4</b>	*	50.00	77.27	50.00		0.00	22	18
<b>5</b>	*	0.00	*	100.00		0.00	*	16
<b>All Grades</b>	38.10	39.53	60.71	55.81	*	4.65	84	86

# 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 Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

## 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 most recent (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 <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li><li>Students performing at or above grade level on i-Ready will increase 3%.</li><li>Student groups scoring below the school average will show an increase greater than 3%.</li></ul>	(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.  (19-20) SBAC data is not available due to the suspension of state testing.  (20-21) 45.44% of students performed at or above grade level as measured by i-Ready in ELA.	69% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.  52% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Mathematics</b> <ul style="list-style-type: none"> <li>Students meeting standard on SBAC will increase 3%.</li> <li>Students performing at or above grade level on i-Ready will increase 3%.</li> <li>Student groups scoring below the school average will show an increase greater than 3%.</li> </ul>	<p>(17-18) 44% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 48% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 35.88% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>51% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>43% of students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	58.5% of students are reading at grade level at the end of Trimester 1.	61.5% of students will be reading at grade level at the end of Trimester 1.

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.

- Teachers will work with the new Instruction and Data Support teacher to build capacity through coaching, modeling, and peer-to-peer feedback.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

### **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.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.
- 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 iReady, Literably and other assessment tools.
- 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.
- SBAC, iReady 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.
- Grade-level teams will be provided release time to work with the Instruction and Data Support teacher 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: 2020-21

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.

Grade level teams continued to work as professional learning communities to review lessons and formative assessments to monitor student progress. Grade level teams developed and implemented daily schedules to include small group intervention, reading groups, office hours, as well as other targeted supports. Teachers utilized strategies and resources, including those from the district led initiative surrounding distance learning and The Distance Learning Playbook to strengthen student engagement and ensure asynchronous work was rigorous and standards aligned. Teachers worked to strengthen the grade level professional learning communities to more effectively deliver LMSV Essential Standards, align curriculum to ensure student learning and assess data to drive instruction. Grade level teams implemented Tier 2 interventions for students not mastering essential standards. Teachers continued to 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).

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

The strategies and activities outlined above were not all implemented as outlined due to a reduction or elimination of funding sources and limitations due to COVID-19. Teachers were not able to participate in classroom walk-throughs as a result of COVID-19 restrictions and lack of funding sources. Due to funding reductions, we were unable to fully implement the use of guest teachers to support classroom teachers with interventions/WIN time.

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.

As students return to in-person learning we anticipate a greater ability to meet the needs of our students. Teachers will continue to provide small group reading instruction and WIN time to support student learning. PLC will continue to leverage working as a team to support all students through targeted intervention. We will look to increase opportunities to support grade level professional learning communities with release time to deepen their understanding of assessment data through collective inquiry that will drive instruction, re-teaching, and intervention. The grant money supporting the district math coach has expired and will no longer be available as a support to our teachers. Instead, we will utilize staff meeting and SLD time to analyze data, examine instructional strategies, and plan for interventions and differentiation to meet the needs of our students in math.



# 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 #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

## 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 most recent achievement data from 2018-2019 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 <ul style="list-style-type: none"><li>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.</li></ul>	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 will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged <ul style="list-style-type: none"><li>We will increase the percentage of</li></ul>	(17-18) 54% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded	57% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Socioeconomically Disadvantaged students who meet standard as measured by SBAC will increase by 3%.</p> <ul style="list-style-type: none"> <li>We will increase the percentage of students performing at or above grade level on i-Ready in ELA.</li> <li>We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics</li> </ul>	<p>standard as measured by SBAC in ELA.</p> <p>(17-18) 29% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 47% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 36.4% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 26.87% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>standard as measured by SBAC in ELA.</p> <p>33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 42% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 32% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Students with Disabilities who meet standard as measured</li> </ul>	<p>(17-18) 32% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 19% of Students with Disabilities in grades 3-6</p>	<p>35% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>22% of Students with Disabilities in grades 3-6 will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>by SBAC will increase by 3%.</p> <ul style="list-style-type: none"> <li>We will increase the percentage of students performing at or above grade level on i-Ready in ELA.</li> <li>We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.</li> </ul>	<p>met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 27% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 15% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 23.53% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 22.39% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 29% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 28% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>English Learner Progress</p> <p>We will increase the percentage of students who score Bridging in Speaking on the District Benchmark Assessment by 3%.</p>	<p>(2020) 44.2% of EL students scored Bridging on the Speaking component of the District Benchmark Assessment.</p>	<p>47.2% of EL students will score Bridging on the Speaking component of the District Benchmark Assessment.</p>

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 Teacher 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 (Elementary Schools only).
- 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. of the new school year.
- 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.
- Teachers will work with the new Instruction and Data Support teacher to build capacity through coaching, modeling, and peer-to-peer feedback.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

### **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).
- Teachers will work with the new Instruction and Data Support teacher to build capacity through coaching, modeling, and peer-to-peer feedback.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

### **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: 2020-21**

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.

Our EL students were clustered by level in August in order to provide a strong integrated and Designated English Language Development for all students. However, as a result of distance learning, levels 1 and 2 were supported with 30 minutes of synchronous instruction 3 days a week and 2 asynchronously. Levels 3 and 4 were provided 30 minutes of designated ELD support 2 days a week synchronously and 3 days a week asynchronously. EL Students were provided 30 minutes of Imagine Learning either 2 or 3 days a week based on their overall proficiency levels. SAI teachers were able to ensure Students with Disabilities received appropriate services through Specialized Academic Instruction. Additionally, the strategies implemented for our Students with Disabilities were implemented as outlined above. However, those strategies were implemented virtually through the distance learning model as a result of COVID-19.

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

As a result of COVID-19 and distance learning, our English Learners received 30 minutes of Designated English Language Development. However, it should be noted that it was 3 days a week

for EL levels 1 and 2 and 2 days a week for EL level 3 and 4. As a result of distance learning, the amount of time that students were engaged in academic discourse was negatively impacted. Additionally, some funding sources were reduced or eliminated this year impacting our ability to implement all strategies as outlined.

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 have added a metric to increase the percentage of students who score Bridging in Speaking on the District Benchmark Assessment. Additionally, 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. We will continue to increase student talk and academic discourse using routines, frames, and sentence starters. Teachers and principal will work with the District English Learner Resource Teacher to identify and support at risk English Learners.

Special Education staff will attend professional development and work with District Special Education Program Managers 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 affect 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 #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

## 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. We will need to lower or maintain the overall suspension rate of students as well as continue to monitor African American students in order to continue 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
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are:  Culture/Climate - 82.7% Growth Mindset - 84.3% Self-Management - 80.3% Self-Efficacy - 78.7% Social Awareness - 80.3%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be:  Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	<p>(17-18) The school attendance rate is 95.54% for the previous school year.</p> <p>(18-19) The school attendance rate was 95.71%.</p> <p>(19-20) The school attendance rate was 96.78%.</p>	The school attendance rate will increase by 0.05% to a rate of 96.84% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 9.25% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 8.3%.</p> <p>(19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level.</p> <p>District data shows that the chronic absentee rate at our site was 8.6%.</p>	The percentage of students with chronic absenteeism will decrease by 1.3% 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.	<p>(17-18) 1.30% of students were suspended during the previous school year.</p> <p>(18-19) 0.6% of students were suspended.</p> <p>(19-20) 0.69% of students were suspended.</p>	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, anti-bullying strategies, and the "Mustang Mantra" Character Development lessons).
- 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.
- Continue to utilize district provided Social Worker to support the development and implementation of Character Education.

### 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).
- Continue to utilize district provided Social Worker to provide support to families in the form of home visits, providing resources, and identifying barriers to consistent attendance.

### **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.
- Implement "Handle with Care" program with county agencies, such as first responders, to help staff respond to students experiencing trauma.

### **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.
- District provided Social Worker will provide support to teachers and parents with strategies to address behavior.

### 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: 2020-21

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 overall effectiveness of the strategies and activities has had a positive impact on the student wellness. The majority of strategies listed above have been implemented as outlined above. However, it should be noted that as a result of COVID-19, and the limitations of distance learning, have impacted our ability to implement all strategies. The implementation of these strategies has had a positive impact specifically as it relates to African Americans. The suspension rate for African Americans declined from 7.9% in 2018-2019 to 0% in 2019-2020. We continued to develop positive character development through weekly lessons, strategies, and challenges included in the Mustang Mantra Character Development program. Additionally, we continued to implement positive recognition through praise notes and class meetings. We continued to implement the strategies listed to promote consistent attendance with the support of teachers, the Intervention Team, and

Social Worker. We implemented weekly principal broadcast messages for students. Teachers, health tech, principal, and social worker monitored weekly engagement and attendance and promoted attendance with phone calls, home visits, and other means of communication.

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

Due to COVID-19 and students being engaged in distance learning, we were unable to connect students and families with after school clubs or before school programs like Run 4 Fun. Additionally, we were unable to offer students before school breakfasts. Additionally, funding sources were reduced or eliminated, negatively impacting our ability to implement all the strategies to meet the goal.

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 21-22 school year, we will be provided with a social worker 2 days a week who will plan positive attendance campaigns, run social-emotional groups, provide parent and staff education, and support positive behavior and emotion management. Additionally, we will implement the "Handle with Care" program in conjunction with other county agencies and first responders to better address the emotional needs of students impacted or involved in traumatic events outside the home. We will continue to develop and implement weekly character education utilizing the Mustang Mantra Character Development, Harmony, and Peace Builder's program.

# 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 #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

## 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.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 315 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 91%

This school has high expectations for all students. 88%

- Overall Support for Academic Learning 89%

I feel welcome to participate at this school. 87%

School staff treats me with respect. 95%

School staff takes my concerns seriously. 90%

School staff welcomes my suggestions. 78%

School staff responds to my needs in a timely manner. 93%

School staff is helpful. 95%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 86%

My child feels welcome at school. 96%

- Overall Sense of Community 90%

This school clearly informs students what would happen if they break school rules. 85%

At this school, discipline is fair. 72%

My child is safe on school grounds. 94%

- Overall Sense of Safety 83%

A review of data indicates that our efforts in these areas have been successful. In particular, the data indicates that families feel a belonging in our school community. Specifically in the areas of children feeling welcome at school, school staff treating parents with respect, and school staff being helpful. Additionally, the percentage of parents who report that their child feels safe at school is at 95%. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that at Murray Manor, discipline is fair, as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that at this school, discipline is fair is 72%.	The percentage of parents who agree that at this school, discipline is fair will increase above baseline.
Percentage of parents who agree that this school has high expectations for all students as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that this school has high expectations for all students is 88%.	The percentage of parents who agree that this school has high expectations for all student will increase above baseline.

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 Seesaw, 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 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: 2020-21

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 majority of the strategies and activities have been implemented as outlined above. However, it must be noted that due to COVID-19, several activities were not permitted or had to be implemented virtually and had a negative impact. We were able to host multiple parent education opportunities such as internet and social media safety, virtual parent coffee hours focusing on parenting strategies to address anxiety in children, building a growth mindset, and strategies to support distance learning. We also hosted virtual back to school night meetings for parents, and PTA hosted virtual parent engagement events such as virtual bingo as well as drive-through events like the Halloween Costume Parade. We continued to promote parent engagement through social media such as Instagram and Peach Jar. Our school website was updated regularly and weekly parent updates were sent home to ensure strong communication via NTI, Seesaw, and Jupiter Ed. Additionally, we worked with district staff to provide parent education opportunities on topics such as Jupiter Ed for Parents.

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

As a result of COVID-19, we were unable to implement some strategies to promote parent and community engagement. For example, the health and safety guidelines precluded us from hosting in-person events such as fall carnival, ice-cream social, family dances, and other such events. Additionally, we were unable to host community volunteer events or partnerships with volunteers on campus.

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 2021-2022 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 virtual Parent Coffee Hours, PTA Dine-Out events, Winter Murrayland, etc., whether virtually or in-person. Additionally, we will continue to utilize a site-based social worker two days a week to support

students and families through positive attendance campaigns, provide parent education events, 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
Sharon Cox	Classroom Teacher
Krista Trimlett	Parent or Community Member
Dave Hardenburger	Parent or Community Member
Danna Rodriguez	Parent or Community Member
Sarah Young	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 20, 2021.

Attested:



Principal, Robert Myrick on 5-20-21



SSC Chairperson, Sharon Cox on 5-20-21