

School Year: **2019-20**



# 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 Middle School	15-73742-6009310	December 18, 2019	January 16, 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)

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.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

## 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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

Staff Meetings: First staff meeting was August 12th and continues at least once a month throughout the school year.

PTO: First meeting was on September 10th and continues once a month through May.

School Site Council: First meeting is in October and will meet at least 3 times throughout the school year to review the SPSA, Safety Plan and goals.

ELAC: First meeting is in October and a second meeting will be held in February.

## Resource Inequities

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

Based upon the required needs assessment, no resource inequities have been identified. The district equitably allocates resources and funding based on per pupil calculations. However, in the 2019-20 school year, there was an unanticipated increase in enrollment which impacted the 2019-20 site budget. Modifications have been made to the 2019-20 site budget to address the increase in enrollment and need for additional funding.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.3%	2.09%	2.13%	15	14	14
African American	5.0%	5.07%	3.81%	32	34	25
Asian	4.3%	3.88%	3.2%	28	26	21
Filipino	1.9%	1.04%	0.76%	12	7	5
Hispanic/Latino	23.3%	24.48%	26.79%	150	164	176
Pacific Islander	0.6%	0.75%	0.46%	4	5	3
White	61.4%	60.45%	59.97%	396	405	394
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				645	670	657

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	204	224	219
Grade 7	221	219	216
Grade 8	220	227	222
<b>Total Enrollment</b>	645	670	657

### Conclusions based on this data:

1. Student enrollment decreased slightly in the 2018-19 school year.
2. Hispanic student enrollment increased by over 2%
3. Grade level enrollments appear to be static.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	28	25	32	4.3%	3.7%	4.9%
Fluent English Proficient (FEP)	64	66	67	9.9%	9.9%	10.2%
Reclassified Fluent English Proficient (RFEP)	13	8	3	41.9%	28.6%	12.0%

### Conclusions based on this data:

1. The percent of RFEP students decreased again significantly in 2018-19. This could be caused by more rigorous requirements for students to qualify for RFEP.
2. The EL and FEP percentage of students increased however the increase would be considered insignificant unless it continues to increase.
3. Murray needs to increase services for EL students. Part of the plan is to have EL students participate in a special AVID class for EL students that will also be supported by ALAS curriculum.

# 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			% of Enrolled Students		
	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 6	210	223	214	206	222	210	206	222	210	98.1	99.6	98.1
Grade 7	212	216	222	209	216	219	209	216	219	98.6	100	98.6
Grade 8	216	224	216	210	218	214	210	218	214	97.2	97.3	99.1
All Grades	638	663	652	625	656	643	625	656	643	98	98.9	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2526.	2506.	2499.	17.48	11.71	9.52	33.01	27.93	30.00	25.24	31.08	30.00	24.27	29.28	30.48
Grade 7	2554.	2549.	2564.	21.05	17.59	19.63	33.01	32.87	36.99	21.53	26.85	27.40	24.40	22.69	15.98
Grade 8	2579.	2572.	2576.	18.57	19.27	16.82	39.05	32.11	41.12	24.29	27.52	22.90	18.10	21.10	19.16
All Grades	N/A	N/A	N/A	19.04	16.16	15.40	35.04	30.95	36.08	23.68	28.51	26.75	22.24	24.39	21.77

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 6	21.84	19.37	17.14	50.97	44.59	44.76	27.18	36.04	38.10	
Grade 7	32.06	27.31	22.37	40.19	44.91	56.16	27.75	27.78	21.46	
Grade 8	32.86	29.82	27.10	43.81	40.83	50.00	23.33	29.36	22.90	
All Grades	28.96	25.46	22.24	44.96	43.45	50.39	26.08	31.10	27.37	

Writing Producing clear and purposeful writing									
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 6	25.73	16.67	10.48	42.72	50.90	50.00	31.55	32.43	39.52
Grade 7	34.93	28.70	26.94	39.23	44.44	58.45	25.84	26.85	14.61
Grade 8	32.86	32.57	28.04	48.10	46.33	52.34	19.05	21.10	19.63
All Grades	31.20	25.91	21.93	43.36	47.26	53.65	25.44	26.83	24.42

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 6	22.82	14.41	16.19	62.62	62.16	60.95	14.56	23.42	22.86
Grade 7	17.70	15.74	15.53	60.29	63.43	71.69	22.01	20.83	12.79
Grade 8	18.10	20.64	17.29	66.67	63.76	67.29	15.24	15.60	15.42
All Grades	19.52	16.92	16.33	63.20	63.11	66.72	17.28	19.97	16.95

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 6	28.16	18.92	16.19	47.09	54.95	50.48	24.76	26.13	33.33
Grade 7	32.06	25.46	32.88	44.98	52.31	49.32	22.97	22.22	17.81
Grade 8	29.05	33.03	28.97	48.10	47.25	50.47	22.86	19.72	20.56
All Grades	29.76	25.76	26.13	46.72	51.52	50.08	23.52	22.71	23.79

**Conclusions based on this data:**

1. The performance data from 2018-2019 shows an overall increase in ELA scores rising above 51% of students meeting or exceeding standard. The biggest improvement in ELA percentages comes from the 7th grade improving both their percentage of "meets standards", as well as "exceeding standards" The 8th grade greatly increased in the "meets Standards" category. Another area of importance is that the percentage of students in the "standard not met" category decreased in both 7th and 8th grade again with the biggest improvement in the 8th grade students. This is most likely due to the alignment of curriculum and common formative assessments by the department chairs.
2. Minor improvements were made in all subcategories except in the Research/Inquiry subcategory. Our biggest percentage improvement was in the Listening subcategory.
3. All areas of language arts need to be addressed in order to enable a larger percent to perform at or above standard level. We conclude that in class and out of class, targeted interventions are necessary to help all students master the standards, especially SWD.

# 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			% of Enrolled Students		
	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 6	210	223	214	206	222	211	206	222	211	98.1	99.6	98.6
Grade 7	212	216	222	209	215	218	209	215	218	98.6	99.5	98.2
Grade 8	216	224	216	213	218	214	213	216	214	98.6	97.3	99.1
All Grades	638	663	652	628	655	643	628	653	643	98.4	98.8	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2507.	2519.	2487.	14.56	19.37	12.32	18.45	17.57	18.48	34.47	32.88	25.59	32.52	30.18	43.60
Grade 7	2534.	2527.	2545.	19.14	17.67	25.23	22.97	20.00	14.22	25.84	31.63	31.65	32.06	30.70	28.90
Grade 8	2557.	2532.	2547.	23.47	18.06	14.49	21.13	14.81	22.43	18.78	28.70	29.44	36.62	38.43	33.64
All Grades	N/A	N/A	N/A	19.11	18.38	17.42	20.86	17.46	18.35	26.27	31.09	28.93	33.76	33.08	35.30

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 6	20.87	27.03	19.91	35.92	31.08	29.38	43.20	41.89	50.71	
Grade 7	26.79	24.19	29.82	33.97	33.49	28.90	39.23	42.33	41.28	
Grade 8	33.80	24.54	21.96	27.70	30.56	41.12	38.50	44.91	36.92	
All Grades	27.23	25.27	23.95	32.48	31.70	33.13	40.29	43.03	42.92	

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 6	14.08	17.57	11.37	47.09	47.75	47.39	38.83	34.68	41.23
Grade 7	23.44	25.12	25.23	44.02	43.26	40.83	32.54	31.63	33.94
Grade 8	25.35	18.98	20.09	36.15	44.91	44.86	38.50	36.11	35.05
All Grades	21.02	20.52	18.97	42.36	45.33	44.32	36.62	34.15	36.70

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 6	16.99	18.02	11.85	47.57	45.05	45.02	35.44	36.94	43.13
Grade 7	21.53	18.60	22.02	51.67	53.02	50.92	26.79	28.37	27.06
Grade 8	20.19	16.67	15.42	48.83	46.30	56.07	30.99	37.04	28.50
All Grades	19.59	17.76	16.49	49.36	48.09	50.70	31.05	34.15	32.81

**Conclusions based on this data:**

1. There is no change in the exceeds standard or meets standard overall performance of all of our students from the 2017-2018 year to the 2018-2019 school year. There were major performance changes within the grade levels. 7th grade overall performance percentages of students meeting or exceeding increased with 25% exceeds and 14% meets, whereas in 2017-2018 it was 17% exceeds and 20% meets. 8th grade performance slightly increased with 14% exceeding standard and 22% meeting standard, whereas in 2017-18 it was 18% exceeds and 14% meets. 6th grade performance decreased the percentage of students exceeding standard while maintaining the percentage of students meeting the standard. Targeted interventions are needed for EL and SWD.
2. There was a slight improvement in students At or Near Standard or Above Standard in Communicating Reasoning. The percentage of students who were below standard maintained in the concepts and procedures claim and slightly increased in Problem Solving and Modeling/Data Analysis.
3. While Concepts and Procedures seems to be the weakest area for our students, demonstrating ability to support mathematical conclusions appears to be slightly more attainable for the math students. With new strategies and organization of curriculum with help from the Curtis Center, and targeted intervention we believe there will be an improvement in test scores.



# 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 6	*	1529.9	*	1526.6	*	1532.9	*	15
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	4
All Grades							24	25

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
6		6.67	*	66.67	*	26.67		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	4.00	58.33	72.00	*	24.00		0.00	24	25

Oral 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
6	*	40.00	*	40.00		20.00		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	54.17	28.00	45.83	48.00		20.00		4.00	24	25

Written 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
6		13.33	*	13.33	*	60.00	*	13.33	*	15
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	8.00	45.83	20.00	*	60.00	*	12.00	24	25

Listening 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
6		26.67	*	60.00	*	13.33	*	15
All Grades	*	20.00	70.83	60.00	*	20.00	24	25

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
6	*	46.67	*	53.33		0.00	*	15
All Grades	91.67	40.00	*	56.00		4.00	24	25

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
6		0.00	*	40.00	*	60.00	*	15
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	0.00	45.83	56.00	*	44.00	24	25

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
6	*	26.67	*	73.33		0.00	*	15
All Grades	*	20.00	75.00	80.00		0.00	24	25

**Conclusions based on this data:**

1. Most of our students taking the ELPAC are at a level 3 and there should be focus to improve their skills in order to earn level 4 to reclassify. The area of greatest strength is speaking domain with most students being in the Well Developed area while the other domains most students are in the Somewhat/Moderately area.
2. Intensive interventions should be provided for all EL students in the Somewhat/Moderately developed range to increase skills in writing, reading, and listening domains.
3. Designated and integrated EL instruction should be provided daily.

# 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
<b>657</b>	<b>64.8</b>	<b>4.9</b>	<b>0.3</b>
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	32	4.9
Foster Youth	2	0.3
Socioeconomically Disadvantaged	426	64.8
Students with Disabilities	80	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	3.8
American Indian	14	2.1
Asian	21	3.2
Filipino	5	0.8
Hispanic	176	26.8
Two or More Races	19	2.9
Pacific Islander	3	0.5
White	394	60.0





### Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed including being included in specific interventions.
2. English learners will be monitored and have access to a specific ALAS class that is being supplemented by AVID curriculum in order to improve student changes to qualify for RFEP.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 376 730">Orange</p>		

### Conclusions based on this data:

1. We will continue to use our intervention time to target students who are close to meeting standards in order to improve academic performance for the individual as well as school wide.
2. While Chronic Absenteeism has improved there is still work to be done to improve attendance rates. A2A attendance program will continue to be implemented.
3. With the implementation of the Student Support Center as well as the continued progress on the PBIS system focusing of student engagement and improvement, we should begin to see improvements in absenteeism and suspension rates.

# 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:











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Yellow 1.6 points below standard Maintained ++2.7 points 616	<p><b>English Learners</b></p>  Yellow 50.2 points below standard Increased ++5.4 points 67	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 24 points below standard Increased ++6.3 points 393	<p><b>Students with Disabilities</b></p>  Red 107.1 points below standard Maintained -1 points 76

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 45.1 points below standard Declined -3.2 points 19	 No Performance Color 19.8 points below standard Increased ++4.8 points 14	 No Performance Color 81.9 points above standard Increased Significantly ++17.4 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25.9 points below standard Maintained ++2.3 points 165	 No Performance Color 29.8 points above standard Declined -7.7 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 5.7 points above standard Maintained ++2.5 points 373

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
98.9 points below standard Increased Significantly ++16.3 points 24	23.1 points below standard Maintained ++2.1 points 43	2.4 points above standard Increased ++4.4 points 522

#### Conclusions based on this data:

1. Data indicates the students classified as English learners as well as Socio-economically Disadvantaged were able to increase their performance level by more than 5% while White and Hispanic maintained by only increasing 2% in their performance levels in ELA.
2. In order to assist ALL students in mastering the standards, strategies to engage and make the curriculum relevant will continue to be explored and implemented.
3. Students with disabilities will be monitored and provided additional assistance in accordance with their IEPs.

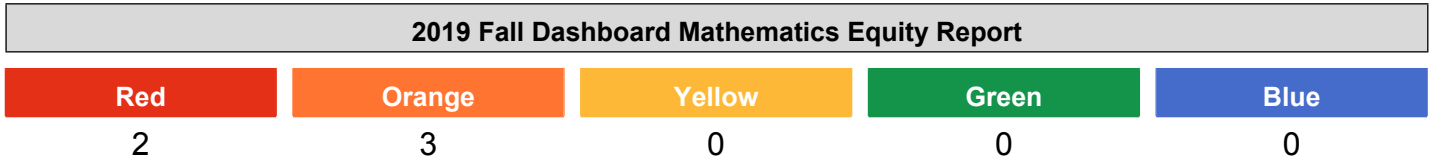
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Orange 38.6 points below standard Maintained -0.6 points 616	<p><b>English Learners</b></p>  Red 103.9 points below standard Declined -9.7 points 67	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 67.4 points below standard Maintained ++0.6 points 394	<p><b>Students with Disabilities</b></p>  Red 154.1 points below standard Maintained ++1.6 points 76

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 89.5 points below standard Declined -6.6 points 19	 No Performance Color 64.1 points below standard Maintained ++2.4 points 14	 No Performance Color 90.6 points above standard Increased Significantly ++21.2 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72.9 points below standard Maintained -2 points 165	 No Performance Color 1.8 points below standard Declined Significantly -19.1 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 29.2 points below standard Maintained 0 points 373

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
148.6 points below standard Increased Significantly ++27.8 points 24	78.9 points below standard Declined Significantly -26.9 points 43	32.9 points below standard Maintained ++1.7 points 522

#### Conclusions based on this data:

1. Data indicates math is a challenge for all students, specifically our ELs, socioeconomically disadvantaged and our special education students. While we maintained in most groups, we did not make any significant improvements.
2. The STEAM grant and implementation of relevant, engaging teaching strategies will be completed with fidelity throughout the school year. Edgenuity is an intervention program that is being used in the 2019-2020 school year through the STEAM grant to improve student learning and knowledge.
3. Intervention time will be used to target students who are close to meeting standards.

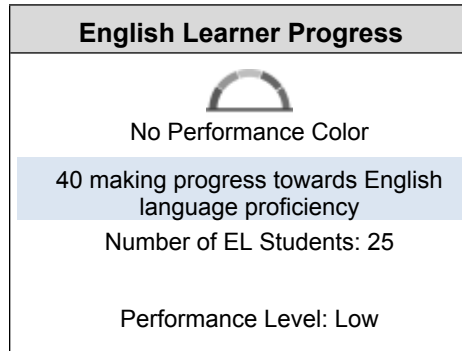


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	8	0	10

#### Conclusions based on this data:

1. Data indicates that 72% of ELD students either maintained or improved in their ELPAC performance.
2. Math continues to be an area of need for ELD students while there was some improvement in ELA performance. Additional supports will be put in place for EL students to improve their re-designation and progress.
3. The suspension rate for ELD students improved by 4% but suspensions for ELD student still have an impact on ELD performance when they are out of school.

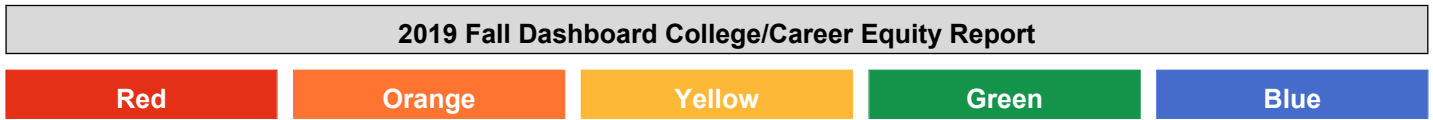
# School and Student Performance Data

## Academic Performance College/Career

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.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Not applicable to this school.

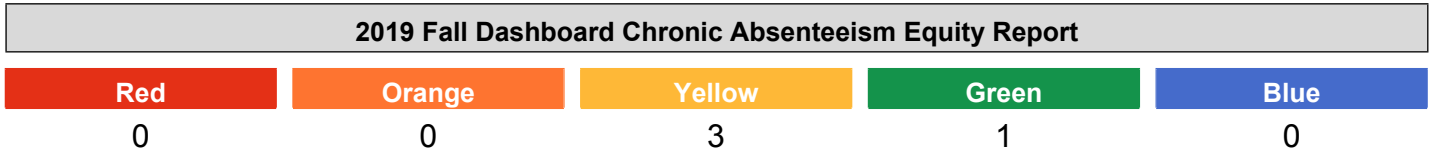
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Yellow 10.4 Declined -2.3 689	<p><b>English Learners</b></p>  No Performance Color 9.1 Declined -2.9 33	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 14.3 Declined Significantly -3.5 448	<p><b>Students with Disabilities</b></p>  Yellow 18.4 Declined -7.6 87

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 23.1 Declined -6.3 26	 No Performance Color 13.3 Declined -13.3 15	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.3 Declined Significantly -3 184	 No Performance Color 26.3 Increased +4.9 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 9.6 Declined -1.9 415

**Conclusions based on this data:**

1. Murray has decreased their absenteeism rate by 2% moving us to 10% chronic absenteeism. For the 2018-2019 school year we have no performance indicators in the Red or Orange as improvements have been made across the board but also for specific student groups.
2. Creating a positive school culture that uses engaging curriculum and strategies will continue to improve attendance.
3. We will use PBL and STEAM to make curriculum relevant for students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

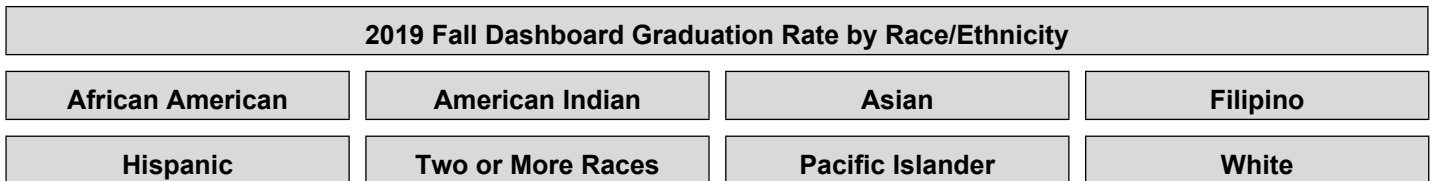
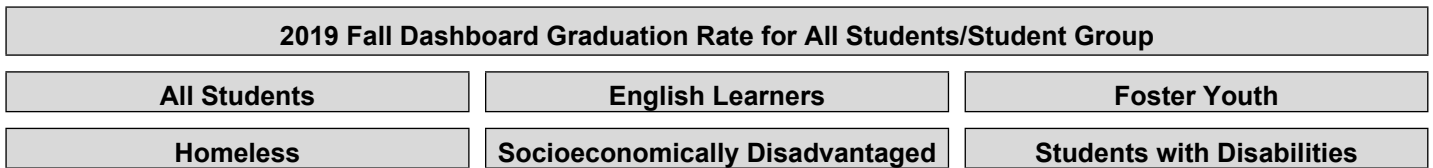
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

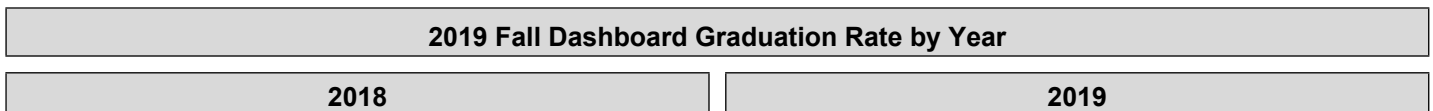
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. Not applicable to this school.

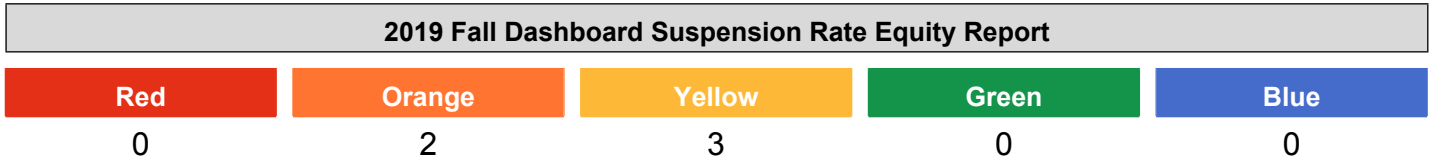
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Yellow 9.8 Declined -2.7 716	<p><b>English Learners</b></p>  No Performance Color 11.8 Declined -4.2 34	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 12.9 Declined Significantly -5 466	<p><b>Students with Disabilities</b></p>  Orange 15.2 Declined -9.8 92

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 20 Declined -12.4 30	 No Performance Color 12.5 Declined -7.5 16	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2 Declined Significantly -8.2 194	 No Performance Color 15.8 Increased +9.1 19	 No Performance Color Less than 11 Students - Data 3	 Yellow 9.6 Declined -0.3 427

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.4	9.8

**Conclusions based on this data:**

1. Overall our suspension rate decreased by about 3% down to just under 10% and no student group is in the red performance indicator.
2. Our students with disabilities and African Americans improved their suspension rates, however are still an orange indicator because of the high percentage, both over 15%. Additional supports will be put in place for these students.
3. With the implementation of a Student Support Center, focus on PBIS, restorative justice practices and SEL in advisory there should be more improvement over time.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

## Goal 1

Provide a rigorous academic program which promises college and career readiness.

## Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP scores	2019 CAASPP Data: ELA 51% Math 36%  District: Site:  6th grade ELA: 38% 40% 6th grade Math: 28% 31%  7th grade ELA: 48% 57% 7th grade Math: 32% 39%  8th grade ELA: 52% 58% 8th grade Math: 28% 37%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

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

1. Provide non-instructional, basic site operation supplies (office, mailing, etc.)

### 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)

10000

#### Source(s)

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Multi-Lith, Office Supplies, mailings, classroom supplies that are not supplemental instructional materials.

4000

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Teacher POs for classroom needs

## 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

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.

### 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)

14430

#### Source(s)

General Unrestricted  
4000-4999: Books And Supplies  
Consumables science, PE, history, ELA, math, art, special education ALAS, music

1000

General Unrestricted  
4000-4999: Books And Supplies  
AVID, Yearbook, ASB, library books

1138

General Unrestricted

	5000-5999: Services And Other Operating Expenditures Microscope repair
2000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Instrument repair
900	General Unrestricted 4000-4999: Books And Supplies Sheet music

### 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

3. Provide collaboration time to identify student needs and develop common formative assessments, especially for SWD and African American 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)

562

#### Source(s)

General Unrestricted  
1000-1999: Certificated Personnel Salaries  
Teacher substitutes

58

General Unrestricted  
3000-3999: Employee Benefits  
Employee Benefits

### 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

4. Provide technological tools and software to implement Common Core State Standards, especially for the ELD and special education students in writing composition.

#### 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)

1000

General Unrestricted  
5000-5999: Services And Other Operating  
Expenditures  
Editing software, Co-Writer

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

5. Provide updated hardware for technology and STEAM elective courses.

#### 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)

8,215

Source(s)

General Unrestricted  
4000-4999: Books And Supplies  
printers, lap tops, desk top computers, Elmos

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Maximize student engagement and achievement.

## Goal 2

Maximize student engagement and achievement.

## Identified Need

Identified needs based on SBAC assessment data and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/ Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Murray Attendance Rate 95.6% Murray Chronic Absenteeism Rate 12.7%	Maintain/Increase attendance rate by 2%; Maintain/Decrease chronic absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Murray Suspension Rate 12.4%	Decrease/Maintain suspension rate by 2%
California Healthy Kids Survey	44% of 7th graders strongly agree they are connected to their school	Maintain/Increase school connectedness by 2%

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)

SWD, African Americans

### Strategy/Activity

1. Provide before/after school or lunch time academic interventions, especially for SWD and African Americans.

### 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)
5000	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Interventions - ELA, Math, Social Studies, Science, ELD,
994	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Employee Benefits

## 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

2. Provide engaging materials through the library/media center.

### 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)
2000	General Unrestricted 4000-4999: Books And Supplies Library books

## 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

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative practices, WEB, LINK Crew, etc.

### 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)
1500	General Unrestricted 4000-4999: Books And Supplies

	Student recognition awards: Student of the Month
450	General Unrestricted 5000-5999: Services And Other Operating Expenditures Promotion rental
1000	General Unrestricted 4000-4999: Books And Supplies Student incentives to increase engagement YAC
1000	General Unrestricted 4000-4999: Books And Supplies student incentives for Rachel's Challenge/Link
500	General Unrestricted 5000-5999: Services And Other Operating Expenditures Busing transportation for Math Counts, Math field day
672	General Unrestricted 5000-5999: Services And Other Operating Expenditures Field trips - GATE to Death Valley, College, AVID to Death Valley,
150	General Unrestricted 5000-5999: Services And Other Operating Expenditures Motivational Assembly
500	General Unrestricted 5000-5999: Services And Other Operating Expenditures Field trips Band and orchestra to SCBOA
300	General Unrestricted 5000-5999: Services And Other Operating Expenditures ASB training by CADA

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Grow family and community partnerships that benefit students.

## Goal 3

Grow family and community partnerships that benefit students.

## Identified Need

District LCAP Parent Survey results

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school.	Maintain/Increase percentage of parents feeling welcome at school

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

1. Provide monthly Family Nights to increase parent/guardian engagement. (Pastries for Parents, Coffee with Principal, Back to School and Open House, Band, Orchestra concerts, Campus Pride days)

### 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)
700	General Unrestricted 4000-4999: Books And Supplies Meeting materials, refreshments, handouts

## 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

2. Provide parent education including but not limited to Parent Project/Loving Solutions, site parent resources, college and career readiness, new student orientation, counselor evening.

### 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)

3000

#### Source(s)

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Postage for newsletter

500

General Unrestricted  
4000-4999: Books And Supplies  
Ink and paper for newsletter

## 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

3. Provide student promotion ceremony and student rewards for end of term student recognition.

### 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)

2500

#### Source(s)

General Unrestricted  
4000-4999: Books And Supplies  
Rewards, refreshments, decorations



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

## Goal 4

Guarantee safe and well-maintained facilities.

## Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018- FIT Rating: Good	Maintain/Increase FIT rating

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

1. Support safe and well-maintained facilities.

### 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)
10000	General Unrestricted 4000-4999: Books And Supplies Custodial supplies
1000	General Unrestricted 4000-4999: Books And Supplies meeting materials, club supplies for Safe School Ambassadors

## 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

2. Support safe school campus.

### 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)

500

#### Source(s)

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Assemblies for character development

## 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

3. Provide professional development for staff in restorative practices, conflict mediation and resilience.

### 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)

100

#### Source(s)

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Professional Development

300

General Unrestricted  
1000-1999: Certificated Personnel Salaries substitutes or stipends

30

General Unrestricted  
3000-3999: Employee Benefits  
Benefits

## 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

4. Provide supplies for SEL and Advisory

**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)

1500

Source(s)

General Unrestricted  
4000-4999: Books And Supplies  
markers, scissors, card stock, glue, and other  
supplies for advisory

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

## Goal 5

Develop, value, and retain a high-quality diverse educational team.

## Identified Need

Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers 25/30 or 83%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

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

1. Provide professional development in identified areas of site need and district initiatives.

### 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)
300	General Unrestricted 1000-1999: Certificated Personnel Salaries AVID Professional development
30	General Unrestricted 3000-3999: Employee Benefits Employee Benefits

120	General Unrestricted 1000-1999: Certificated Personnel Salaries Staff development PBiS, Common Core, Class Room management
20	General Unrestricted 3000-3999: Employee Benefits Employee Benefits
300	General Unrestricted 1000-1999: Certificated Personnel Salaries ASB Professional Development
30	General Unrestricted 3000-3999: Employee Benefits Employee Benefits

## 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

2. Provide professional development for Project Based Learning educational strategies.

### 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)
300	General Unrestricted 1000-1999: Certificated Personnel Salaries Substitute or stipend
30	General Unrestricted 3000-3999: Employee Benefits Benefits

## 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

3. Provide professional development and release time for new teacher help and data analysis.

### 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)

500

General Unrestricted  
1000-1999: Certificated Personnel Salaries  
Release time and professional development

50

General Unrestricted  
3000-3999: Employee Benefits  
Certificated benefits

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

Provide a rigorous academic program which promises college and career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric 9Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	APS Site Score 2017-18: 2 in ELA/ELD and 2.5 in Math; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-2.5 and math 3
CAASPP scores	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 47% and math 36%; 2019 ELA 51% and math 36%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies (office, mailing, etc.)	Provided non-instructional, basic site operation supplies.	Lease of 2 copy machines 5000-5999: Services And Other Operating Expenditures General Unrestricted 4700	Multi-lith 5000-5999: Services And Other Operating Expenditures General Unrestricted 4944
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	Provided evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards	Consumables science, PE, history, ELA, math, art, special education ALAS, music 4000-4999: Books And Supplies General Unrestricted 21430	Consumables science, PE, history, ELA, math, art, special education ALAS, music 4000-4999: Books And Supplies General Unrestricted 20254
		AVID, Yearbook, ASB, library books 4000-4999: Books And Supplies General Unrestricted 1000	AVID, Yearbook, ASB, Library Books 4000-4999: Books And Supplies General Unrestricted 600
		Microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 1138	Microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Instrument repair 5000-5999: Services And Other Operating	Instrument repair 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures General Unrestricted 2000	Expenditures General Unrestricted 1544
3. Provide collaboration time to identify student needs and develop common formative assessments.	Provided collaboration time to identify student needs and develop common formative assessments.	Sheet music 4000-4999: Books And Supplies General Unrestricted 900	Sheet Music 4000-4999: Books And Supplies General Unrestricted 1560
4. Provide technological tools and software to implement Common Core State Standards, especially for the ELD and special education students in writing composition.	Provided technological tools and software to implement Common Core State Standards, especially for the ELD and special education students in writing composition.	Teacher substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 562	Teacher Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 2257
5. Provide updated hardware for technology and STEAM elective courses.	Provided updated hardware for technology and STEAM elective courses.	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 58	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 225
4. Provide technological tools and software to implement Common Core State Standards, especially for the ELD and special education students in writing composition.	Provided technological tools and software to implement Common Core State Standards, especially for the ELD and special education students in writing composition.	Editing software, Co-Writer 5000-5999: Services And Other Operating Expenditures General Unrestricted 1000	Editing software, Co-Writer 5000-5999: Services And Other Operating Expenditures General Unrestricted 810
5. Provide updated hardware for technology and STEAM elective courses.	Provided updated hardware for technology and STEAM elective courses.	printers, lap tops, desk top computers, Elmos 4000-4999: Books And Supplies General Unrestricted 8,000	printers, lap tops, desk top computers, Elmos 4000-4999: Books And Supplies General Unrestricted 8953

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained in Math and had a small decrease in ELA/ELD.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. For example, the microscopes did not need repair and the leased copiers did not come out of the site budget. Multilith was added as well.



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.

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Maximize student engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/ Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease chronic absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Murray Chronic Absenteeism maintained
Suspension Rate	Decrease/Maintain suspension rate by 1%	District Suspension Rate 6.6%; Murray Suspension Rate 12.4%; Increased 6.1%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 55% of 7th graders feel connected; Fall 2018 44% of 7th graders strongly agree they are connected to their school

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions.	Did not provide before/after school or lunch time academic interventions.	Interventions - ELA, Math, Social Studies, Science, ELD, 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4400	Interventions - ELA, Math, Social Studies, Science, ELD, 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 0
		Employee Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 600	Employee Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 600
			After school study hall 2000-2999: Classified Personnel Salaries General Unrestricted 1109
2. Provide engaging materials through the library/media center.	Provided engaging materials through the library/media center.	Library books 4000-4999: Books And Supplies General Unrestricted 2000	Library Books 4000-4999: Books And Supplies General Unrestricted 998

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative practices, WEB, LINK Crew, etc.</p>	<p>Implemented some student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative practices, WEB, LINK Crew, etc.</p>	<p>Student recognition awards: Student of the Month 4000-4999: Books And Supplies General Unrestricted 2000</p>	<p>Student recognition awards: Student of the Month 4000-4999: Books And Supplies General Unrestricted 583</p>
		<p>Promotion rental 5000-5999: Services And Other Operating Expenditures General Unrestricted 450</p>	<p>Promotion rental 5000-5999: Services And Other Operating Expenditures General Unrestricted 737</p>
		<p>student incentives for YAC 4000-4999: Books And Supplies General Unrestricted 1000</p>	<p>student incentives for YAC 4000-4999: Books And Supplies General Unrestricted 0</p>
		<p>student incentives for Rachel's Challenge/Link 4000-4999: Books And Supplies General Unrestricted 1000</p>	<p>student incentives for Rachel's Challenge/Link 4000-4999: Books And Supplies General Unrestricted 0</p>
		<p>Busing transportation for Math Counts, Math field day 5000-5999: Services And Other Operating Expenditures General Unrestricted 500</p>	<p>Busing transportation for Math Counts, Math field day 5000-5999: Services And Other Operating Expenditures General Unrestricted 828</p>
		<p>Field trips - GATE to Death Valley, College, AVID to Death Valley, 5000-5999: Services And Other Operating Expenditures General Unrestricted 672</p>	<p>Field trips - GATE to Death Valley, College, AVID to Death Valley, 5000-5999: Services And Other Operating Expenditures General Unrestricted 0</p>
		<p>Motivational Assembly 5000-5999: Services And Other Operating Expenditures General Unrestricted 150</p>	<p>Motivational Assembly 5000-5999: Services And Other Operating Expenditures General Unrestricted 0</p>
		<p>Field trips Band and orchestra to SCSBOA 5000-5999: Services And Other Operating Expenditures General Unrestricted 500</p>	<p>Field trips Band and orchestra to SCSBOA 5000-5999: Services And Other Operating Expenditures General Unrestricted 0</p>
			<p>Stipend for advisory leads to collaborate 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			General Unrestricted 1155

## Analysis

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

As noted in the "Actual Actions/Services" section above, half of the planned actions and services were implemented as planned using the planned funds. Many of the services/actions used other funds such as PTO or extra curricular funds.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were marginally effective in meeting Goal 2. While attendance rate improved, other metrics maintained or decreased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to modified implementation of planned actions/services. For example, our Parent Teacher Organization paid multiple assemblies and field trips were paid from grants and extra curricular funds.

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.

This year, there is more focus on positive culture, PBIS and improving student attendance. More funds will be used to reward student's positive behaviors.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Grow family and community partnerships that benefit students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide monthly Family Nights to increase parent/guardian engagement. (Pastries for Parents, Coffee with Principal, Back to School and Open House, Band, Orchestra concerts, Campus Pride days)	Provided monthly Family Nights to increase parent/guardian engagement. (Pastries for Parents, Coffee with Principal, Back to School and Open House, Band, Orchestra concerts, Campus Pride days)	Meeting materials, refreshments, handouts 4000-4999: Books And Supplies General Unrestricted 500	Meeting materials, refreshments, handouts 4000-4999: Books And Supplies General Unrestricted 500
2. Provide parent education including but not limited to Parent Project/Loving Solutions, site parent resources, college and career readiness, new student orientation, counselor evening.	Provided parent education including but not limited to Parent Project/Loving Solutions, site parent resources, college and career readiness, new student orientation, counselor evening.	Postage for newsletter 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000	Postage for newsletter 5000-5999: Services And Other Operating Expenditures General Unrestricted 3319
		Ink and paper for newsletter 4000-4999: Books And Supplies General Unrestricted 500	Ink and paper for newsletter 4000-4999: Books And Supplies General Unrestricted 500
3. Provide student promotion ceremony and student rewards for end of term student recognition.	3. Provided student promotion ceremony and student rewards for end of term student recognition.	Rewards, refreshments, decorations 4000-4999: Books And Supplies General Unrestricted 2500	Rewards, refreshments, decorations 4000-4999: Books And Supplies General Unrestricted 627
			Programs and Diplomas 5000-5999: Services And Other Operating Expenditures General Unrestricted 568

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

According to the parent survey, there was a decrease in the number of parents that felt they were welcome at school showing that the services and actions were ineffective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Minimal material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services, or a change in need as the year progressed.

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.

Goal 3 strategies will include focusing on utilizing more communication and events to allow parents to know what is happening on campus as well as join their student on campus as often as possible.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Guarantee safe and well-maintained facilities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating went from good to exemplary

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 8000	Custodial Supplies 4000-4999: Books And Supplies 9716
		meeting materials, club supplies for Safe School Ambassadors 4000-4999: Books And Supplies General Unrestricted 1000	meeting materials, club supplies for Safe School Ambassadors 4000-4999: Books And Supplies General Unrestricted 500
2. Support safe school campus.	Did not support safe school campus.	Assemblies for character development 5000-5999: Services And Other Operating Expenditures General Unrestricted 500	Assemblies for character development 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Professional Development 5000-5999: Services And Other Operating Expenditures General Unrestricted 100	Professional Development 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
3. Provide professional development for staff in restorative practices, conflict mediation and resilience.	Did not provide professional development for staff in restorative practices, conflict mediation and resilience.	substitutes or stipends 1000-1999: Certificated Personnel Salaries General Unrestricted 300	substitutes or stipends 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Benefits 3000-3999: Employee Benefits General Unrestricted 30	Benefits 3000-3999: Employee Benefits General Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4. Provide supplies for SEL and Advisory	Provided supplies for SEL and Advisory	markers, scissors, card stock, glue, and other supplies for advisory 4000-4999: Books And Supplies General Unrestricted 1500	markers, scissors, card stock, glue, and other supplies for advisory 4000-4999: Books And Supplies General Unrestricted 600

## Analysis

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

As noted in the "Actual Actions/Services" section above, most planned actions and services were not implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were not effective in meeting Goal 4.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Assemblies were paid for by Parent Teacher Organization while professional development was paid for by district funds.

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.

Services and Actions will reflect the changes made in the 2018-2019 school year for Goal 4 for the 2019-2020 school year.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

Develop, value, and retain a high-quality diverse educational team.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	25/30 Fully Credentialed Teachers 83%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified areas of site need and district initiatives.	Did not provide professional development in identified areas of site need and district initiatives.	AVID Professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 300	AVID Professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Employee Benefits 3000-3999: Employee Benefits General Unrestricted 30	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 0
		Staff development PBiS, Common Core, CI Rm management 1000-1999: Certificated Personnel Salaries General Unrestricted 120	Staff development PBiS, Common Core, CI Rm management 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Employee Benefits 3000-3999: Employee Benefits General Unrestricted 20	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 0
			Staff Appreciation/ PD support 4000-4999: Books And Supplies General Unrestricted 3116
			Staff Travel Expenses 5000-5999: Services And Other Operating Expenditures General Unrestricted 237

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Provide professional development for Project Based Learning educational strategies.	Did not provide professional development for Project Based Learning educational strategies.	Substitute or stipend 1000-1999: Certificated Personnel Salaries General Unrestricted 300  Benefits 3000-3999: Employee Benefits General Unrestricted 30	Substitute or stipend 1000-1999: Certificated Personnel Salaries General Unrestricted 0  Benefits 3000-3999: Employee Benefits General Unrestricted 0
3. Provide professional development and release time for new teacher help and data analysis.	Did not provide professional development and release time for new teacher help and data analysis.	Release time and professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 500  Certificated benefits 3000-3999: Employee Benefits General Unrestricted 50	Release time and professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 0  Certificated benefits 3000-3999: Employee Benefits General Unrestricted 0

## Analysis

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

As noted in the "Actual Actions/Services" section above, none of the planned actions and services were implemented as estimated for last year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5 as actions and services were not implemented.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between proposed expenditures and estimate actual expenditures were due in part because PD was paid for by district funds and because money was used to accomplish the goal in other ways or were reallocated to other goals.

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.

Goal 5 strategies and activities will include actions/services that could improve staff knowledge, moral, and desire to continue as educators at Murray Middle School.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	73,185.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$79,179.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Unrestricted	\$73,185.00
LCFF Supp Conc - Intervention (BS/AS)	\$5,994.00

Subtotal of state or local funds included for this school: \$79,179.00

Total of federal, state, and/or local funds for this school: \$79,179.00

# 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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Cody Pearce	Principal
Tina Halterman	Other School Staff
Simon Austin	Classroom Teacher
Anthony Barnes	Classroom Teacher
Kate Champeny	Classroom Teacher
Jesse Allande	Parent or Community Member
Laura Vitale	Parent or Community Member
Megan Hall	Parent or Community Member
Sydney Bachman	Secondary Student
Cayden Houck	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 18, 2019.

Attested:



Principal, Cody Pearce on December 18, 2019



SSC Chairperson, Megan Hall on December 18, 2019