School Year: 2019-2020

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	School Site Council (SSC) Approval Date	Local Board Approval Date	
Martin Murphy Middle School Principal Alex Aasen	43 69583 6100325	5/24/19	[Add Local Board Approval date here]	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Martin Murphy Middle School is located in south San Jose, surrounded by the beautiful mountains of Santa Teresa County Park. We have approximately 740 sixth, seventh, and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence. Approximately 70% of our students take the bus to school each day from Morgan Hill. The remainder of our student population lives in the neighborhood surrounding the school. Student demographics include: 8.6% English Learners, 5.5% Foster/Homeless, 1.4% Migrant, 11.3% Students with Disabilities, 39.5% Socioeconomically Disadvantaged.

Core Values:
E - Enthusiasm
M - Mindfulness
P - Perseverance
O - Ownership
W - Work Ethic
E - Equity
R - Rigor

Mission: Empowering our students with the education and values needed for future success.

Vision: Our students will be prepared to succeed in a diverse, global society and to make meaningful contributions to our community. Students will become digitally literate, critical thinkers, collaborators, and problem solvers who can meet the challenges of the 21st Century. The students of Martin Murphy will demonstrate perseverance and grit so that they may achieve success in life and a variety of situations, including college and career.

School Slogan: "Success is no accident."

Martin Murphy was recognized by the state as a California Gold Ribbon Distinguished School for the 2014-2015 school year. Although we have made growth, we acknowledge and own challenges to address achievement gaps among various subgroups and are working strategically and analytically to determine cause and effect so that programs and resources can be deployed for maximum effect.

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS, and Restorative Justice practices.

Each of our classrooms is equipped with a projector and Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. The 7th and 8th grade students are assigned a Chromebook for their use as a student of Martin Murphy. The 6th grade classes have Chromebook carts that allow the students to access technology on a daily basis. In addition to using Chromebooks in classes, 7th and 8th grade students can extend their learning from home. Teachers are equipped with laptops to enable wireless interaction with the projector screen and increase their interaction with all students in class. As one previous Mustang said, "Technology LIVES here."

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take

into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

The current three year SPSA continues to be organized under three goal areas:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.

All students will receive high quality instruction across all content areas. All teachers will incorporate classroom technology and online learning tools to enhance course curriculum and support digital literacy for students. All teachers will develop and deliver lessons and strategies aligned to the Common Core State Standards. All teachers will use best practices aligned to the school and district's mission and vision, including Constructing Meaning strategies, AVID strategies and adopted curriculum resources. Teachers will

monitor student progress through various types of assessments and reflect on student data to adjust instruction that meets the needs of all students. All teachers will participate in a PLC with their department, including the development and analysis of students assessments and performance measures. Teachers will receive professional development support on instructional practices. All students will achieve at grade level academically and those that do not reach grade level in reading or other content areas, will be supported through the Multi-Tiered Systems of Support at Martin Murphy. All students will demonstrate progress towards being college and career ready. Those not demonstrating progress will be monitored and considered for academic intervention courses and programs. English Language Learners will demonstrate progress towards reaching English fluency by improving their ELPAC score one level. All teachers will implement effective English Learner strategies in the classroom and receive training on Constructing Meaning. Martin Murphy will continue to enhance a college going culture on campus. This includes holding the annual Career Day event as well as the department career exploration units using the Naviance program. Students in AVID classes, ELD and the EL Academy will get to travel to college campuses for tours. Programs such as AVID will further enhance the college readiness of our students.

2.   **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Martin Murphy will host various parent education opportunities, such as a fall Parent Orientation Night. Other parent education opportunities will include Cyber Bullying and Security, Naviance, Vaping and high school and college readiness trainings. The school will maintain good parent attendance at advisory council meetings, such as ELAC and School Site Council. The school will also continue to work with Home and School Club on increasing ASB fundraisers and the amount of parent volunteers at school events.

3.   **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready
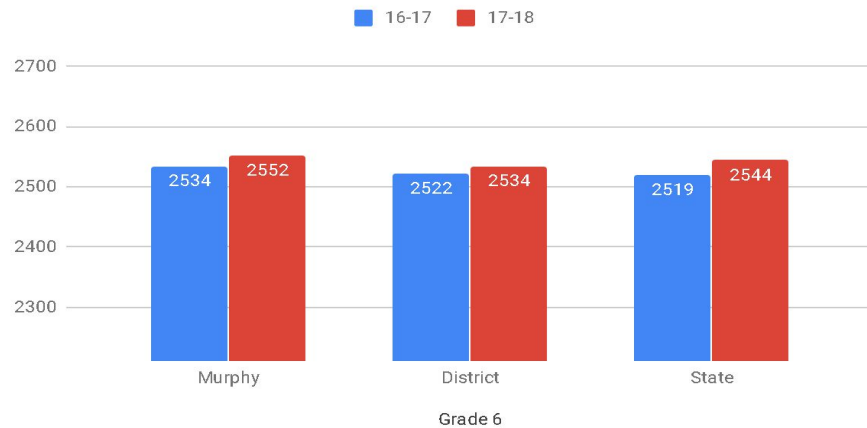
Martin Murphy will promote a safe learning environment for students and teachers by implementing systems and programs that sustain a positive learning culture. Martin Murphy will improve its attendance rate by reaching 98%. Those students demonstrating truancy or excessive absences and tardies will be supported through the SARB process. The school will assign intervention resources aligned with MTSS to those students in need or at risk; Discovery Counseling, restorative justice, school counselor, CARE Counselor, Community Solutions, PBIS, Peer Mediators and Life Skills through 6th grade PE classes. Martin Murphy is continuing its PBIS implementation and will continue with the OLWEUS Bullying Prevention Program, showing positive results thus far as evidenced by our decrease in suspension rates. All teachers support on campus climate supports through administration, support staff, and a School Climate Coordinator. Student diversity will be celebrated on Martin Murphy's campus, which includes ensuring that our students learn tolerance and empathy for others. School clubs and activities that engage students outside of the classroom will also be enhanced with more opportunities for intervention and enrichment. The Associated Student Body (ASB) will be supported

through a Leadership Class elective. A strong ASB is vital to the school's ability to fundraise and provide students with fun and engaging school events. To further engage our students with a variety of offerings, the performing arts program includes cadet and advanced band, drama, and a drama club. The drama students put on at least two plays per year as well as the annual talent show, and the band classes hold at least two concerts per school year.
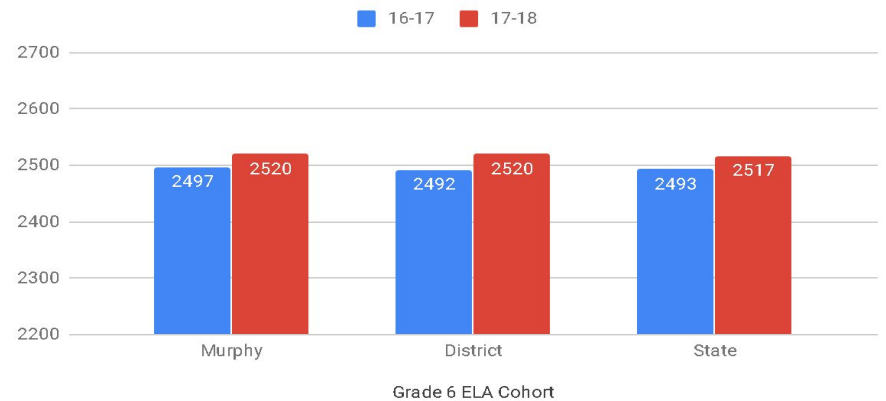
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

With the inclusion of 6th grade students on our campus, we now have a better opportunity to analyze progress on assessments longitudinally. The below charts monitor the improved scale scores for math and English Language Arts focusing on the 2016-2017 cohort of students over two years (16-17 and 17-18). After the results of the 2018-2019 CAASPP are released, we will be able to look at the results for the same group of students semi-longitudinally over three years.

Grade 6 Cohort: All Students ELA

	16-17	17-18
Murphy	2534	2552
District	2522	2534
State	2519	2544

Grade 6

Grade 6 ELA Cohort His/Lat

	16-17	17-18
Murphy	2497	2520
District	2492	2520
State	2493	2517

Grade 6 ELA Cohort

Grade 6 ELA
Cohort: Low SES

Legend: 16-17 (blue), 17-18 (red)

	Murphy	District	State
16-17	2488	2480	2489
17-18	2509	2494	2514

Grade 6 ELA

Grade 6 Cohort Math:
All Students

Legend: 16-17 (blue), 17-18 (red)

	Murphy	District	State
16-17	2521	2512	2509
17-18	2546	2529	2524

Grade 6 Math:

Grade 6 Cohort: Math His/Latino

Legend: 16-17 (blue), 17-18 (red)

	Murphy	District	State
16-17	2479	2473	2478
17-18	2497	2486	2490
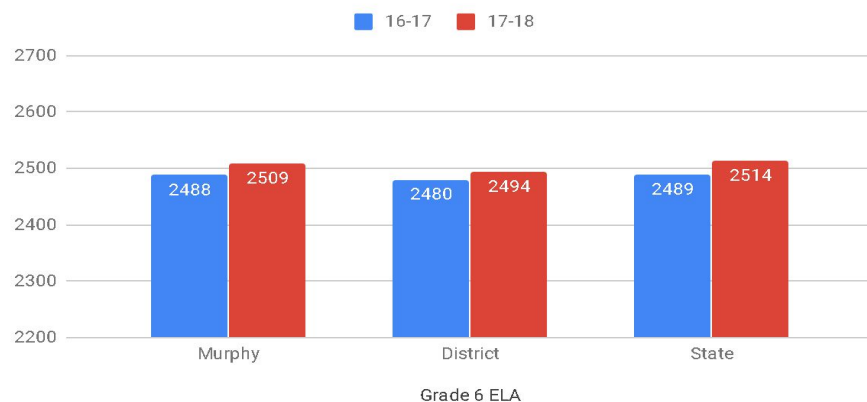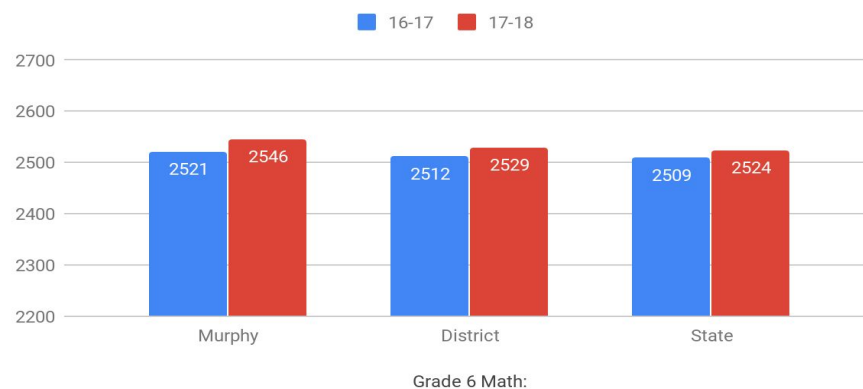
Grade 6 Cohort: Math His/Latino

Grade 6 Cohort: Math Low SES

Legend: 16-17 (blue), 17-18 (red)

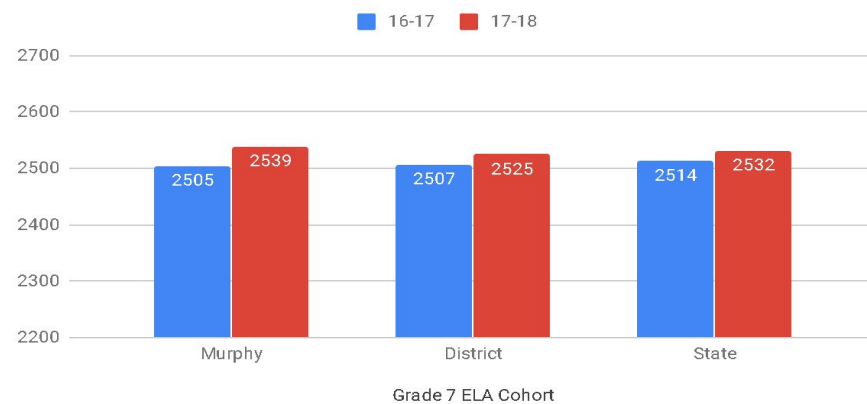|	Murphy	District	State
16-17	2467	2460	2475
17-18	2476	2473	2488
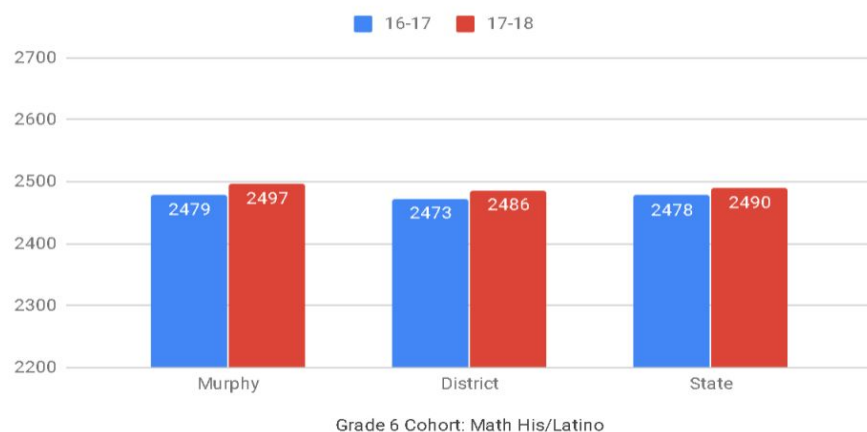
Grade 6 Cohort: Math Low SES
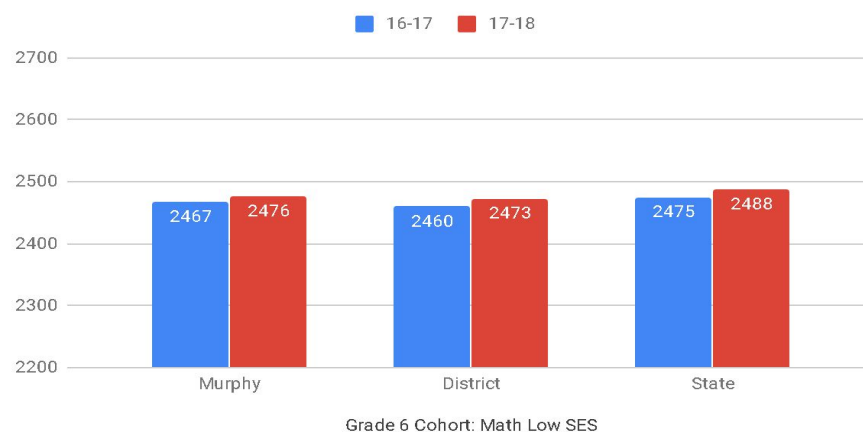
The charts below display the CAASPP results for the 7th grade cohort of students from the 16-17 school year compared to the same group of students in the 17-18 school year.
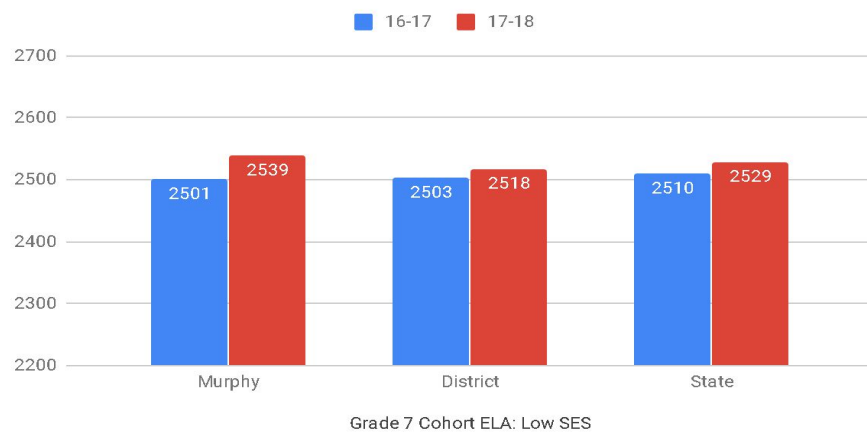
"Grade 7 ELA Cohort: All Students"

Legend: ■ 16-17 ■ 17-18

	Murphy	District	State
16-17	2553	2539	2542
17-18	2584	2560	2559

Grade 7 ELA

"Grade 7 ELA Cohort His/Lat"

Legend: ■ 16-17 ■ 17-18

	Murphy	District	State
16-17	2505	2507	2514
17-18	2539	2525	2532

Grade 7 ELA Cohort

Grade 7 Cohort ELA: Low SES

Legend: ■ 16-17 ■ 17-18

	Murphy	District	State
16-17	2501	2503	2510
17-18	2539	2518	2529

Grade 7 Cohort ELA: Low SES

Grade 7 Cohort Math: All Students

Legend: ■ 16-17 ■ 17-18

	Murphy	District	State
16-17	2553	2529	2525
17-18	2573	2549	2541

Grade 7 Cohort Math: All Students

Grade 7 Cohort Math: His/Latino

Legend: 16-17, 17-18

	Murphy	District	State
16-17	2491	2491	2490
17-18	2506	2503	2503

Grade 7 Cohort Math: His/Latino

Grade 7 Cohort Math: Low SES

Legend: 16-17, 17-18

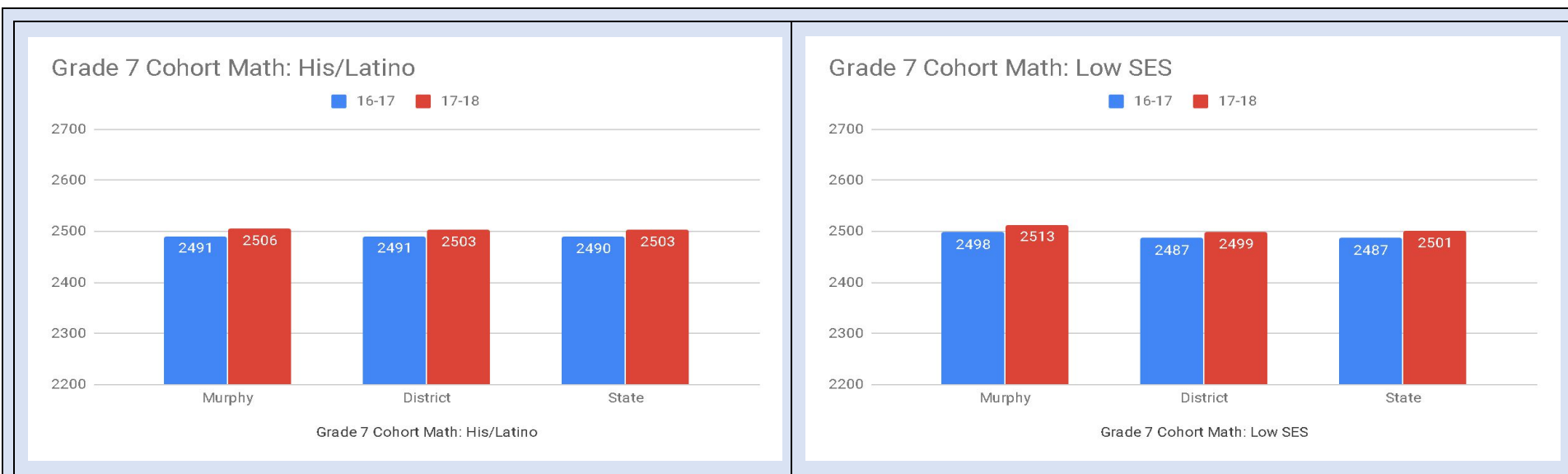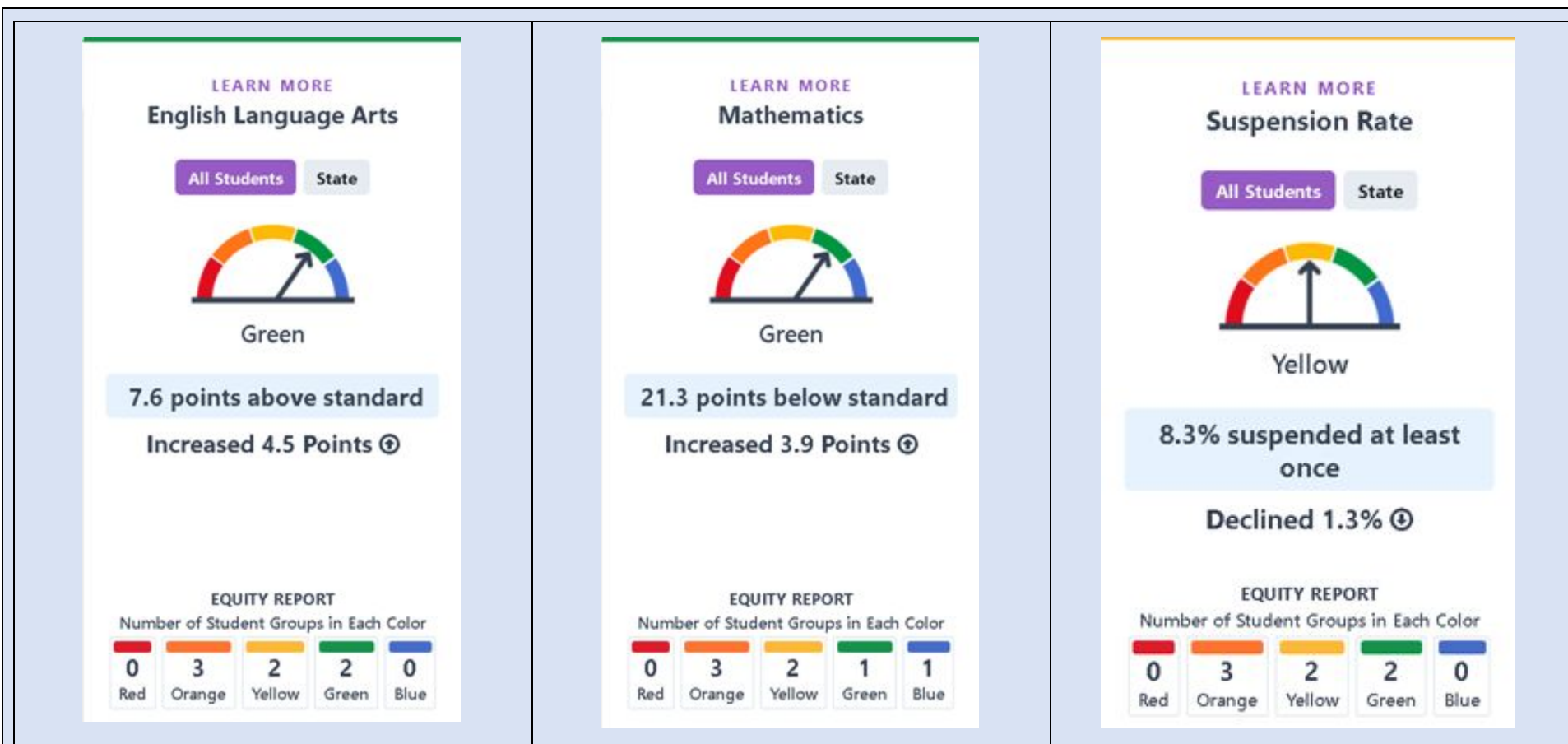|	Murphy	District	State
16-17	2498	2487	2487
17-18	2513	2499	2501

Grade 7 Cohort Math: Low SES

For the 2017-2018 school year, our students overall continue to show improvement in scale scores on the CAASPP ELA and Math assessments. The state dashboard indicates a score in the green for the second year in a row for ELA. The scale score average for all students increased by 4.5 points. In math, we improved from a yellow rating to a green rating on the state dashboard. The scale score average for all students increased on the math CAASPP assessment by 3.9 points.

Our students also showed growth on the Math and ELA CAASPP by grade level. The 7th grade class overall grew by 3 points, and the 8th grade class grew by 6 points. Students in 7th and 8th grade showed increases of 10 points on the ELA portion of the CAASPP. Additionally, students in sub groups made strong gains as well. Low socioeconomic students gained 8 points in ELA, and Hispanic students grew 10 points in ELA. Students with disabilities grew 4.6 points overall in ELA and 7.3 points overall in Math.

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The next set of charts below show growth as displayed on the California School Dashboard for Martin Murphy.
https://www.caschooldashboard.org/reports/43695836100325/2018#english-language-arts-card

English Language Arts	Mathematics	Suspension Rate
LEARN MORE	LEARN MORE	LEARN MORE
English Language Arts	**Mathematics**	**Suspension Rate**
All Students State	All Students State	All Students State
Green	Green	Yellow
7.6 points above standard	21.3 points below standard	8.3% suspended at least once
Increased 4.5 Points	Increased 3.9 Points	Declined 1.3%
EQUITY REPORT	EQUITY REPORT	EQUITY REPORT
Number of Student Groups in Each Color	Number of Student Groups in Each Color	Number of Student Groups in Each Color

English Language Arts — EQUITY REPORT:

0	3	2	2	0
Red	Orange	Yellow	Green	Blue

Mathematics — EQUITY REPORT:

0	3	2	1	1
Red	Orange	Yellow	Green	Blue

Suspension Rate — EQUITY REPORT:

0	3	2	2	0
Red	Orange	Yellow	Green	Blue

The suspension rate is another area for celebration according to the dashboard. Murphy improved from an orange score to yellow. The suspension rate declined by 1.3% from the prior year. This data validates our ongoing social and emotional supports such as school-wide PBIS and restorative justice practices. Additionally, we are on track to continue to decrease our suspension rate for the 2018-2019 school year by approximately 1.5%. Moreover, with the explosion of discipline incidents pertaining to vaping only, our suspension rate would have been much lower for the 2018-2019 school year, approximately 5.7%, if incidents in which a student was suspended for vaping were removed. All students who fall in this vaping category were suspended only once and did not commit a suspendable act again.

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)

Plan Description:
General support and improvement

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:
  California Public School Dashboard Indicator Needs: Chronic Absenteeism

| Level

View Chronic Absenteeism Indicator Cut Scores	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low More than 2.5% to 5.0% in Current Year	Orange (None)	Yellow • Asian	Green (None)	Green (None)	Blue (None)
Medium More than 5.0% to 10.0% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High More than 10.0% to 20.0% in Current Year	Red • Hispanic • White	Orange • All Students (School Placement) • Homeless	Orange (None)	Yellow • English Learners • Students with Disabilities	Yellow (None)
Very High More than 20.0% in Current Year	Red • Socioeconomically Disadvantaged	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
7	3	1	3	0	0

California Public School Dashboard Gaps:
Below are the student groups that are two or more performance levels below the all student performance level.

Metric	All Students level	Groups two or more below all students
ELA CAASPP	Green	Orange: Homeless, Students with Disabilities, Socioeconomically Disadvantaged
Math CAASPP	Green	Orange: Homeless, Students with Disabilities, Socioeconomically Disadvantaged

Local Assessment Data:

Attendance directly affects student achievement, and Murphy's attendance rate for the month of March was 95.38%. Students who are not in school are less likely to be successful. Additionally, there is a large, negative fiscal impact for the district when students are absent.

Attendance Rate By School

Year	2018
Month	8

School	Last Years Rates (AR)	Average Daily Enrollment (ADE)	Average Daily Attendance (ADA)	Current Attendance Rate (AR)	Expected Attendance Rate (AR)	Delta	Estimated Opportunity
El Toro	94.88%	487	386	94.65%	96.50%	-1.85%	$ 126,404
Los Paseos	95.99%	581	481	96.07%	96.61%	-0.54%	$ 114,198
Nordstrom	95.75%	609	583	95.78%	96.50%	-0.72%	$ 149,059
Paradise Valley	95.78%	410	391	95.35%	96.50%	-1.15%	$ 110,466
San Martin/Gwinn	94.84%	666	632	94.89%	96.50%	-1.61%	$ 196,238
PA Walsh	94.67%	422	400	94.82%	96.50%	-1.68%	$ 126,668
Barrett	95.25%	419	397	94.57%	96.50%	-1.93%	$ 131,848
JAMM	95.46%	631	603	95.43%	96.50%	-1.07%	$ 166,300
Britton	94.84%	769	731	94.99%	96.50%	-1.51%	$ 217,045
Murphy	95.28%	744	710	95.38%	96.50%	-1.12%	$ 193,740
Live Oak	94.25%	1,144	1,074	93.89%	94.88%	-0.99%	$ 475,191
Sobrato	94.66%	1,402	1,338	95.47%	95.29%	0.18%	$ 432,038
DIS	69.70%	9	8	82.98%	75.00%	7.98%	$ 10,608
Home Study	81.83%	6	5	85.44%	95.00%	-9.56%	$ 5,313
Central	84.10%	123	94	76.84%	92.00%	-15.16%	$ 193,505
Totals	**91.76%**	**8,263**	**7,832**	**94.78%**	**96.00%**	**-1.22%**	**$ 2,640,620**

Attendance Month Calendar

Month	First Date	Last Date	Days
1	8/13/2018	9/7/2018	16
2	9/10/2018	10/5/2018	19
3	10/8/2018	11/2/2018	20
4	11/5/2018	11/30/2018	13
5	12/3/2018	12/28/2018	15
6	12/31/2018	1/25/2019	14
7	1/28/2019	2/22/2019	15
8	2/25/2019	3/22/2019	20
9	3/25/2019	4/19/2019	14
10	4/22/2019	5/17/2019	20
11	5/20/2019	6/14/2019	14
		Total	**180**

Delta Color Definitions

Green	Meets expectations
Yellow	Within 2% of expectations
Red	Less than 2% of expectations

Estimated ADA Value

Grade Range	ADA Value
K-5	$7,903
K-8	$7,867
6-8	$7,683
9-12	$9,269

Opportunity
Dollar value of Absenteeism

Expected AR
Greater of Last Years Rates vs District Target Rates

Stakeholder Identified Needs:

Chronic absenteeism (add in from SSC)

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

Root cause analysis of chronic absenteeism:
Analysis of chronic absenteeism data reveals that our school population has little understanding of attendance expectations and the impact on the school and educational process when students are absent. The school will undertake an **evidence based multi-tiered approach** to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance; and an updating of our **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

Further Plans to meet ESSA Requirements:
The first and most significant way to increase services is by focusing on high quality Tier 1 instruction in all subject areas. All teachers will be trained through the district on Constructing Meaning strategies. With Constructing Meaning training, our teachers will be better prepared in all curricular areas to support our English Learners as well as the language skills of all students. Additionally, we will continue to use the Instructional Rounds protocol to guide Tier 1 instructional practices to focus on engaging our students with the most need. To better ensure that all student subgroups benefit from these efforts, we will include at least one Special Education teacher on the instructional rounds team.

Secondly, we will continue to include a Read 180 support class in the master schedule. The goal of Read 180 is to improve the reading levels of students who are two or more grade levels behind in reading. The target populations for the Read 180 class are low-income students and homeless or foster youth. With the challenge of transportation to and from Morgan Hill for 70% of our students, we believe more interventions, such as Read 180, are needed within the school day. Also, we pay math teachers to tutor students after school in HW center at least three days per week. Additionally, to increase interventions during the school day, resources will be targeted on exploring an additional tutorial period for all students within each school week. A committee will be established to research tutorial class periods at the middle school level and visit local schools who utilize a tutorial period within their master schedule. Funding will be set aside to cover the costs of substitutes for the committee to visit other schools and after school meeting.

Thirdly, we will continue to offer a menu of extended day learning opportunities for our students. Our after school homework center will be staffed by teachers and math tutors Monday through Thursday with an extra hour on Wednesday due to our early release for staff and PLC meetings. We will also host an after school English Learner Academy once a week using the BrainPop EL and Rosetta Stone software. We will offer a variety of clubs, such as the environmental club, to provide students with enrichment activities.

Funding will pay for stipends, software, and supplies for the after school programs. Additionally, we will use extended day funds to pay for a before school homework center.

Finally, we will continue the practice of Teacher Intervention Level Team (TILT) meetings as an additional intervention before a student is referred to a Student Study Team (SST). The TILT meetings will be held once a month during a staff meeting. A teacher will refer a student for a TILT meeting based on an academic or behavioral need. The teacher gathers data and shares it with a team of teachers, some who have had the student in the past, to gather strategies to better address the student's needs and get them back on track to being successful. If the TILT interventions do not work to improve academic or behavior challenges, the student would then be referred to an SST.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Martin Murphy takes pride in involving our community in the planning and overview of the SPSA. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet at least quarterly to provide input on the SPSA.

Date/Time	Stakeholder Group	Activity/Task
9/11/18	ELAC	Elections, Parliamentary procedures training, review by-laws, UCP notification
9/10/18	SSC	Reviewed by-laws, elections process review, and SPSA update
10/23/18	ELAC	SPSA review and goals for EL's
10/22/18	SSC	Elections, UCP review
11/27/18	SSC	Reviewed CAASPP results and dashboard
11/27/18	ELAC	Reviewed CAASPP results and dashboard
1/28/19	SSC	Continued CAASPP data, safety plan approval

1/29/19	ELAC	Reclassification, RFEP Monitoring, Attendance, and EL programs review
3/25/19	SSC	SPSA Data discussion
3/26/18	ELAC	Language Census, needs assessment
4/22/18	ELAC	SPSA review and input
4/23/19	SSC	SPSA review and input
5/20/19	ELAC	SPSA review and approval
5/20/19	SSC	SPSA review and approval

Resource Inequities

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

Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on underperforming students as demonstrated by extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional opportunities to engage with the school community (Goal 3 action 1); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 actions 1 & 2). Additionally, teachers in Special Education will be trained through district initiatives on supporting students with executive functioning.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

The goals were identified using CAASPP data, MAP data, department formative and summative assessments, and ELPAC results. The greatest areas of need include reading, writing, and math support for our English Learners, Students with Disabilities, and Hispanic students. There is an ongoing performance gap between white students and Hispanic students.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ 6-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation: 90% --Met ERW benchmark 57% --Met Math benchmark 45% --Met both benchmarks 39%	**PSAT Exam** --Participation: 91% --Met ERW benchmark 64% --Met Math benchmark 51% --Met both benchmarks 46%	Increase CCR score 3 %	Increase CCR score 3 %
Biliteracy **--**EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** --EL Progress: **Orange** --status & change: **69.2 (Medium) -27.5 pts** --EL Reclass Rate: **24.2%**	**Biliteracy** With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. --Reclass Rate: = 6.3**%**	Maintain positive growth in all categories	Maintain positive growth in all categories

CAASPP Test	CAASPP: Status and Change	CAASPP: Status and Change		
ELA status/change	**ELA** status/change	**ELA** status/change		
--All student	--All student 3.1 Pts Above/+13	--All student 7.6 Pts Above/+4.5		
Grade 6	Grade 6 2534	Grade 6 2532		
Grade 7	Grade 7 2553	Grade 7 2552		
Grade 8	Grade 8 2570	Grade 8 2584		
--Low SES	--Low SES 41 pts below/+11	--Low SES 39 pts below/1.9		
Grade 6	Grade 6 2488	Grade 6 2479		
Grade 7	Grade 7 2508	Grade 7 2510		
Grade 8	Grade 8 2525	Grade 8 2539		
--SWD	--SWD 110 pts below/-3	--SWD 105.1 pts below/+4.6		
Grade 6	Grade 6 2438	Grade 6 2417		
Grade 7	Grade 7 2405	Grade 7 2438		
Grade 8	Grade 8 2440	Grade 8 2439		
--EL	--EL 47 pts below/10pts	--EL 41 pts below/+5.5		
Grade 6	Grade 6 2400	Grade 6 2394		
Grade 7	Grade 7 2401	Grade 7 2426		
Grade 8	Grade 8 2383	Grade 8 2452		
Math status/change	**Math** status/change	**Math** status/change		
--All student	--All student 25 below/+13	--All student 21.3 below/+3.9		
Grade 6	Grade 6 2521	Grade 6 2513		
Grade 7	Grade 7 2553	Grade 7 2546	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
Grade 8	Grade 8 2556	Grade 8 2573		
--Low SES	--Low SES 83 below/+4.2	--Low SES 82.5 below/0.2		
Grade 6	Grade 6 2466	Grade 6 2456		
Grade 7	Grade 7 2498	Grade 7 2476		
Grade 8	Grade 8 2498	Grade 8 2513		
--SWD	--SWD 160 below/-22	--SWD 152.7 below/+7.3		
Grade 6	Grade 6 2391	Grade 6 2376		
Grade 7	Grade 7 2392	Grade 7 2425		
Grade 8	Grade 8 2416	Grade 8 2441		
--EL	--EL 84 below/+1.7	--EL 80.8 below/+3.5		
Grade 6	Grade 6 2372	Grade 6 2376		
Grade 7	Grade 7 2371	Grade 7 2415		
Grade 8	Grade 8 2372	Grade 8 2454		
Science status/change	**Science** status/change	**Science** status/change		
--All student	--All student NO SCORES	--All student NO SCORES		
Grade 8	Grade 8	Grade 8		
--Low SES	--Low SES	--Low SES		
Grade 8	Grade 8	Grade 8		
--SWD	--SWD			
Grade 8	Grade 8			
--EL	--EL			
Grade 8	Grade 8			

Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Indicators Groups in Red/Orange: Math: EL & SWD ELA: SWD	**Chronic Absenteeism 12.8%** Red: SED, Hisp, White Orange: All, Homeless **Suspension** Red: None Orange: SED, SWD, Asian **ELA** Red: None Orange: Homeless, SED, SWD **Math** Red: None Orange: Homeless, SED, SWD	Decrease number of student groups in Red/Orange with no groups 2 or more levels below all	Decrease number of student groups in Red/Orange with no groups 2 or more levels below all student group.

NWEA MAP Growth Fall to Winter Assessment:
 	
Reading
--Grade 6
--Grade 7
--Grade 8
 	
Math
--Grade 6
--Grade 7
--Grade 8
 	
Science--optional
--Grade 6
--Grade 7
--Grade 8
	NWEA MAP Growth Fall to Winter Assessment 17-18:
	           School Nation
	Reading
	--Grade 6 3.3 2.3
	--Grade 7 0.8 1.8
	--Grade 8 0.6 1.3
	
	Math
	--Grade 6 3.8 3.1
	--Grade 7 1.8 2.6
	--Grade 8 0.8 2.2
	
	Science--optional
	--Grade 6
	--Grade 7
	--Grade 8
		NWEA MAP Growth Fall to Winter Assessment 18-19:
		           School Nation
		Reading
		--Grade 6 3.5 3.2
		--Grade 7 2.9 2.5
		--Grade 8 2.9 1.8
		
		Math
		--Grade 6 4.3 4.3
		--Grade 7 4.1 3.4
		--Grade 8 4.2 2.9
		
		Science--optional
		--Grade 6 2.1 1.9
		--Grade 7
		--Grade 8
			Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.

Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MtSS Soc Emot --PLC's	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.28 --ELA/ELD: 3.21 --History: 1.81 --Science:2.14 --MTSS Academic: 3.37 --MtSS Soc Emot: 3.29 --PLC's: 3.28	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey

Usage Monitoring --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day: --Read 180: -Math 180: --System 44: --Lexia: --Study Island: 188,220 (3/15/18)	**Usage Monitoring** --Extended Day: --Read 180: 20 -Math 180: --System 44: --Lexia: --Study Island: 78,181	Increase usage, document closing gap between usage and need of ⅓ during each year of 3 year plan	Increase usage, document closing gap between usage and need of ⅓ during each year of 3 year plan
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	**Core Area Grades** Avg GPA % F's --English 2.62, 10% --Math .24, 22% --Science 2.67, 13% --History 2.5,16%	**Core Area Grades** Avg GPA % F's --English 3.0, 1.9% --Math 2.65, 14.5% --Science 2.86, 6.8% --History 2.98, 4.3%	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.
Special Education --Number SWD: --New Referrals --Qualifications:: --Exits:	**Special Education** Non SLP --# SWD: --Referrals --Qualifications:: --Exits:	**Special Education** Non SLP --# SWD: 100 --Referrals---4 --Qualifications:-3, 1 pending --Exits: 1		
Other Site Specific metrics: Honor roll, science fair, history day etc.		**Honor Roll GPA** Platinum: 3.0-3.49 Diamond: 3.5-4.0 |	Platinum	Diamond
---	---	---
6	39	130
7	57	90
8	50	112			

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. None

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
none	none	none

Goal 1 Action 2:   Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. None

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.

Goal 1 Action 2 Strategy/Activity

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
none	none	none

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:
1. Fund substitutes for at least three Instructional Rounds sessions and PD sub days for teachers in ELA, math, science, and social studies to plan curriculum and instruction. Additional funding for substitutes for the Advisory/Tutorial committee to visit example schools.
2. Purchase books for the staff book study.
3. Fund Restorative Justice trainings
4. Send one teacher and one administrator to the AVID Summer Institute professional development.
5. Fund conference travel and accommodations
6. Fund one teacher from MH Art School to support the 6th grade elective wheel

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.

Goal 1 Action 3

Description	Function Code	Object Code	Amount	Source
Fund Substitutes for Department PD Time, Instructional Rounds, and Tutorial/Advisory Committee Visits	1000	1150	$7,800	LCFF ($2,808), Unrestricted Lottery ($4,992)
Purchase Staff Books	4000	4200	$1,000	Unrestricted Lottery
Hourly Pay for RJ Training	1000	1110	$1,000	Unrestricted Lottery
AVID Conference Expenses	1000	5300	$5,000	LCFF ($1,800), Unrestricted Lottery ($3,200)
Conference Travel & Expenses	5000	5220	$2,000	LCFF ($720), Unrestricted Lottery ($1,280)
Pay for Art Teacher Contract with MH Art School	1000	5800	$3,000	LCFF ($1,080), Unrestricted Lottery ($1,920)

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Provide core instructional materials
  2. Provide tier 1 digital instructional curriculum for alternative programs.
  3. Provide Career Technical Education curriculum, supplies, and equipment.
  4. Provide curriculum development support for Visual and Performing Arts Plan.
  5. Provide stipends for enrichment coordinators.
  6. Provide chromebooks for digital access to the curriculum.
  7. Provide centralized student information system

Programs and services funded in this School Plan include:
  1. Purchase licenses for support applications such as Pear Deck, Read'n Quiz, Naviance, Quizlet, Socrative, Lexia, WeVideo, Hapara, GIZMO's and Brainpop.
  2. Fund expenses for the annual Career Day including a coordinator stipend
  3. Purchase Chromebook insurance for students who qualify for free or reduced lunch
  4. Fund stipends for two additional department chairs and the Science Fair and National History Day.
  5. Fund the Performing Arts Program from the Live Oak Grant including the Drama class
  6. Fund field trips such as the 8th grade trip to the Monterey Bay Aquarium
  7. Fund 3.0 stipend to compensate the band teacher for his travel period

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.

Goal 1 Action 4

Description	Function Code	Object Code	Amount	Source
Contracted Services for licenses	1000	5800	$33,000	LCFF ($11,880), Unrestricted Lottery ($21,120)
Certificated ½ Stipend for Career Day	1000	1111	$820	Unrestricted Lottery
Chromebook Insurance for students who qualify for free lunch	1000	4340	$3,000	LCFF
Certificated Stipends 3@$1640 Dept. Chairs (1.5 stipend) 2@820 ½ Stipend	1000	1111	$6,560	LCFF ($2,362), Unrestricted Lottery ($4,198)
2 Stipends@$1640 ea. Bus trips Supplies	1000 1000 4000	1111 5727 4310	$3,280 $2,000 $3,793	Live Oak Grant
Buses for field trip to Monterey Bay Aquarium	1000	5727	$2,000	Unrestricted
Pay for 3.0 stipend to add one section of band, reimburse band teacher for travel period	1000	1111	$4,920	Unrestricted

Goal 1 Action 5:   Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:
1. Purchase supplies for extended day programs.
2. Fund 12 stipends for before and after school extended day programs and math tutors.
3. Purchase mobile hotspots for students without internet at home.
4. Fund EL field trips and after school academy.
5. Fund hourly pay for teachers to hold parent student conferences
6. Fund substitutes to cover teachers to attend IEP meetings
7. Purchase high interest novels for the Read 180 class.
8. Support staff acquisition of Spanish through Rosetta Stone and after school classes

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.

Goal 1 Action 5

Description	Function Code	Object Code	Amount	Source
Materials and Supplies	1000	4000	$12,040	Extended Day
12 Certificated Stipends 2 Classified Stipends	1000 1000	1111 2110	$19,680 $3,280	Extended Day
Contracted Services Mobile Hotspots	1000	5800	$500	LCFF

1 Certificated Stipend for EL Academy Contracted Services for Brainpop EL	1000 1000	1111 5800	$1,640 $695	LCFF
Hourly Certificated Pay for student-led conferences	1000	1110	$1000	LCFF ($360), Unrestricted ($640)
Hourly Pay Certificated for teacher subs to attend IEP's	1000	1110	$500	LCFF ($180), Unrestricted ($320)
Purchase books for Read 180 from BookSmart	1000	5800	$1,900	LCFF
Certificated stipend to teach Spanish classes Rosetta Stone licenses	1000 1000	1110 5800	$1,640 $500	Unrestricted (1,370), LCFF ($770)

Goal 1 Action 6:   Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
  1. Links to all school accountability report cards.
  2. Links to all school safety plans
  3. Links to all school plans for student achievement
  4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

  1. None

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.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
short description here, same order as above	[Add Amount(s) here]	[Add source(s) here]

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
  1. Facility maintenance and improvement projects
  2. Transportation
  3. Food Service
  4. Maintenance and custodial costs
  5. Furniture and Fixtures
  6. Technology equipment

Programs and services funded in this School Plan include:
     1. Purchase classroom supplies for teachers @ $200 per teacher
     2. Purchase front office supplies
     3. Purchase 8th grade presidential awards
     4. Purchase Chromebooks
     5. Fund athletic program
     6. Purchase 5 new radios
     7. Fund mileage reimbursement for staff

8. Fund administrator cell phones

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.

Goal 1 Action 7

Description	Function Code	Object Code	Amount	Source
Classroom Supplies for each teacher and department chair	2700	4310	$6,000	Unrestricted ($3,840), LCFF ($2,160)
Office Supplies	2700	4310	$12,000	Unrestricted
8th Grade Awards	2700	4310	$650	Unrestricted
Chromebooks	2700	4400	$5,000	Unrestricted ($3,200), LCFF ($1,800)
Buses for Sporting Events Pay for Referees Pay for Supplies	1000 4200 4200	5727 5800 5800	$3,000 $2,000 $3,000	Extra Curricular
Purchase 5 radios from Bridge Wireless	2700	4400	$1,500	Unrestricted
Pay for mileage reimbursement	2700	5210	$1,000	Unrestricted
Pay for 2 administrator's cell phones @ $50 per month	2700	5911	$1,200	Unrestricted

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Based on the improvement on almost all data points for this goal, the actions we are employing are causing a positive impact on student achievement. We will continue to build on the strategies we have listed and implemented. Through instructional rounds, Constructing Meaning, and AVID professional development, we will continue to strengthen teachers' abilities to meet the language learning needs of all of our students. Additionally, we will continue to focus on increasing rigor for all students through instructional rounds and AVID strategies school-wide. Progress will continue to be monitored in weekly Professional Learning Community meetings. We continue to see a need for more academic interventions during the school day since a majority of our students are bused in from Morgan Hill. Exploring a weekly advisory/tutorial period and adjusting our extended day program to include a morning session will be included to address the need of more interventions.

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

Murphy did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted remains cost neutral for the following year.

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

We will continue to seek opportunities to increase interventions within the school day including adding a before school homework club. Additionally, a committee of teachers and classified staff has been created to explore adding a tutorial period in the following school year's master schedule with the goal of increasing interventions within the school day.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

In an effort to involve all stakeholders in student success, Murphy will increase parent monitoring of students' grades and attendance through improved participation and awareness. Murphy will continue to be a source of information for parents on topics such as cyber bullying, social media use, and risky behaviors such as vaping. Murphy plans to increase the number of parents attending information nights on the previously mentioned topics. Finally, there is a need to educate families on chronic absenteeism and its effects on student achievement as indicated by the high chronic absenteeism rate identified in goal 3 metrics.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	See stakeholder engagement section above	Link to SSC Docs	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to agendas and minutes documenting all required topics	Link to ELAC Docs	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Add in budget	Agendas can be accessed upon request in the front office.	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR:	**Parent Volunteers** # cleared through HR:	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised: $40,000 Allocated:	**Fundraising** Total Raised: $19,330 Allocated:	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate:	**Mass Phone** completion rate: 86%	Close gap to 100%	Close gap to 100%

Mass email completion rates	**Mass email** completion rate: 98% English, 94% Spanish	**Mass email** completion rate: 98% English, 94% Spanish	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: 77%	**Parent monitoring** Accessing Aeries: 73% Hits: 178	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers	**Parent Education** program completers **Parent Project: 3**	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: 18 Responses English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	4.0	4.06	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	3.57	3.78	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	3.57	3.89	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	3.67	3.72	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	3.9	4.0	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.62	3.67	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.33	3.56	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	3.33	3.94	Improve score on parent rubric	Improve score on parent rubric

Parents satisfied with learning environment	3.24	3.72	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.14	3.44	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	3.95	4.78	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	3.24	3.78	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.05	3.11	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	3.43	4.06	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	3.43	4.11	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.		**Parent Education Nights Attendees:** Vaping Info Night: 21 Cyber Bullying:5 Positive Prevention Plus: 10 Life Skills Info Night: 4		

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:
1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:
1. Fund volunteer fingerprinting process with the school district.
2. Pay for postage and mailers
3. Pay for Blackboard Connect

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.

Goal 2 Action 1

Description	Function Code	Object Code	Amount	Source
Fingerprinting	2495	5750	$500	Unrestricted Lottery
Postage and Mailers	2700	4310	$2,500	Unrestricted
Blackboard Connect	2495	5800	$1,800	Unrestricted Lottery

Goal 2 Action 2:   Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:
1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:
1. Fund parent education night such as learning English through MH Adult Education School
2. Pay for child care at parent education nights

Proposed Expenditures for this Strategy/Activity

Goal 2 Action 2

Description	Function Code	Object Code	Amount	Source
Contract with MH Adult School	1000	5800	$2,000	LCFF
Child care for parent education nights	2495	2982	$500	Unrestricted Lottery

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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 parent education nights we have organized have included important topics, such as the Positive Prevention Plus curriculum and cyberbullying. We have also included timely topics as issues have risen, such as with vaping. We struggle to get high rates of parent attendance, yet the parents who do attend greatly appreciate the information and education they receive. The main challenge is the distance between our families in Morgan Hill and our location in San Jose. There is a need to increase our parent attendance at information nights.

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 dollar amounts are estimates based on unknown costs or possible community programs. We were able to work with the San Jose Crime Prevention Unit, for example, to hold presentations at no cost.

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 this following school year, we will hold parent education/information nights at Murphy and in Morgan Hill to help increase family attendance. We will also explore live streaming parent education nights.

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

A clear need is to address the high absenteeism rate as indicated in the CA School Dashboard. Additionally, the suspension rate, though there has been improvement, also needs to be decreased.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	**Month 11:** **95.57%**	**Month 8:** **95.38%**	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates:** (**Dashboard**) Overall: 10.5% SWD 25.6% SED 17.5% Foster ***** Homeless 18% EL 19.4% White 8.6% Latino 14.7%	**Chronic Absenteeism Rates:** (**Dashboard**) Overall: 13.3% SWD 17.0% SED 20.9% Foster 50% Homeless 17.4% EL 14.7% White 12.0% Latino 17.7 %	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 77 --# Second Notice:52 --# Third Notice:10 --# Conferences:10 --# Hearings: 2	**SARB Compliance:** --# First Notice: 182 --# Second Notice: 68 --# Third Notice: 19 --# Conferences: 11 --# Hearings: 10	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates:	Suspension Rates Dashboard	Suspension Rates Dashboard		
Overall: SWD SED Foster Homeless EL White Latino	Overall: 9.6% high SWD 29.3% very high SED 16.1% very high Foster ***** Homeless 20% very high EL 11.9% high White 8.1% high Latino 14.1% very high	Overall: 8.3% high SWD 13.7% very high SED 13.4% very high Foster ***** Homeless 6.3% very high EL 8.7% high White 7.5% high Latino 11.2% very high	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 7 Violence/fighting : 66 Weapons/dangerous object 5 Behavior/Bullying: 6	Offenses (DataQuest): Controlled Substance: 9 Violence/fighting : 79 Weapons/dangerous object: 13 Behavior/Bullying: 5	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Expulsion Rate: 0.1%	Maintain low rate	Maintain low rate
Restorative Justice	Admin Led RJ Circles: 13	Admin Led RJ Circles: 18	Increase circles as suspensions decrease	Increase circles as suspensions decrease
Suspension Recidivism Rate	22%	23%	Decrease Rate by 3%	Decrease Rate 3%
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Drop Out Rate: 0%	Maintain below state rate	Maintain below state rate
Local Student Survey 278 Respondents	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	2.9	2.95		
I feel safe at home	3.7	3.73		
I have a safe staff connection to talk to.	3.0	2.86		
I participate in school activities	2.3	2.43		
I am happy at school	2.6	2.44		
I am proud of my school	2.9	2.67		
My school is an outstanding school	2.5	2.33		

CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding very high (Grade 7)			
High Academic Motivation	**36%**	Survey given every other year		
School has very high academic expectations	**35%**	Survey given every other year		
Experienced harassment or bullying	**34%**	Survey given every other year		
Been under the influence at school	**0%**	Survey given every other year		
High level of school connectedness	**17%**	Survey given every other year		
High level of caring staff	**24%**	Survey given every other year		
Feeling very safe at school	**60%**	Survey given every other year		
NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	**4.68**	Survey discontinued by NWEA		
Peer support for learning	**4.55**	Survey discontinued by NWEA		`
Family Support for learning	**4.57**	Survey discontinued by NWEA		
Relevance of school work	**4.59**	Survey discontinued by NWEA		
Positive future outlook	**4.57**	Survey discontinued by NWEA		
Intrinsic Motivation	**4.48**	Survey discontinued by NWEA		
Students attending Extended Day:	# Attending Ext. Day: 100	# Attending Ext. Day: 240	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 142 Male: 135**	**Female: 113 Male: 100**	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	94%	PBIS Training Completion Tier 1 100%, Tier 2 100%	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	Community Solutions Referrals: 3 Discovery Counseling Referrals: 37 Xinachtl: 5 Discovery Counseling Small Group: 5	Community Solutions Referrals: 2 Discovery Counseling Referrals: Xinachtl: 10		

Goal 3 Action 1:   Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:
1. Fund school climate coordinator stipend and school climate staff trainings on restorative justice practices and PBIS.
2. Purchase supplies to support the PBIS program.
3. Fund two stipends for intramural sports.
4. Purchase supplies for "B" team after school sports.
5. Fund enrichment activities such as Taiko Drums performance
6. Pay for Bullying Prevention Guest Speaker Brooks Gibbs

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.

Goal 3 Action 1

Description	Function Code	Object Code	Amount	Source
School Climate Coordinator Stipend Substitutes for PD Hourly Pay to attend trainings	1000 1000 1000	1111 1150 1110	$1,640 $500 $1,500	LCFF ($1,311) and Unrestricted ($2,329)
Purchase Mustang Bucks and various PBIS supplies	1000	4310	$500	Unrestricted
2 Cert. stipends @ $1,640 for intramural sports	1000	1111	$3,280	Unrestricted
Purchase sports equipment for B teams	4200	5800	$1,000	Extra Curricular
Pay for Taiko Drums performance	1000	5800	$1,000	Unrestricted ($640), LCFF ($360)
Pay for Bullying Prevention Guest Speaker Brooks Gibbs	1000	5800	$2,250	Unrestricted

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Provide after school activity bus for disadvantaged students
  2. Provide college and career awareness through Cal-SOAP and AVID.
  3. Provide Naviance at grades 6-12.
  4. Support AVID at middle grades .
  5. Provide social emotional support and services through community based organizations.
  6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
  7. Provide ADVENT program for foster youth
  8. Provide CARE team services tof Foster, homeless and disadvantaged students.
  9. Implement Restorative Justice as an alternative to suspension.
  10. Develop a comprehensive Foster Homeless education plan
  11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:
  1. Purchase AVID licensing
  2. Fund college visits for AVID students
  3. Fund information sessions for targeted groups to educate about chronic absenteeism

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.

Goal 3 Action 2

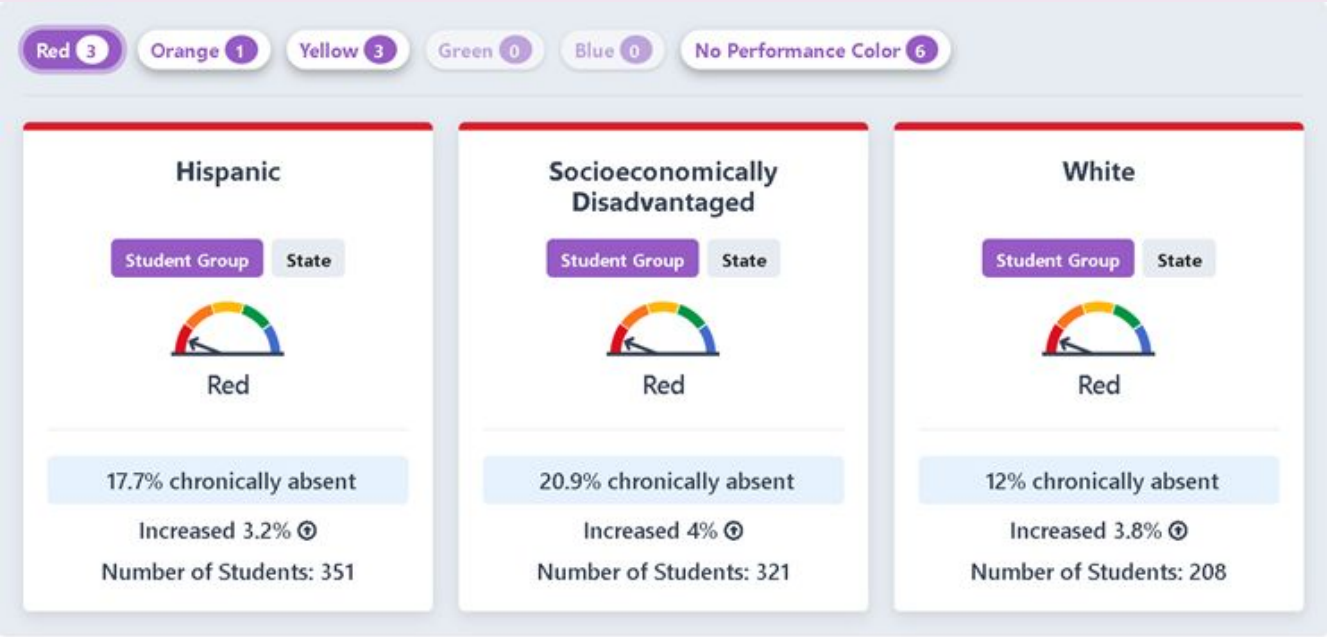| Description	Function Code	Object Code	Amount	Source
AVID membership AVID Weekly	1000 1000	5300 5800	$3,999 $575	LCFF Supplemental
Pay for buses for AVID college visits Purchase lunch for AVID students on college visits	1000 1000	5727 5800	$2,000 $1,000	LCFF Supplemental

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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 suspension rate continues to decrease, but our chronic absenteeism rate is a focal point. We funded staff training on restorative justice and PBIS school-wide. All of our new staff attended restorative justice trainings and have been trained on PBIS. The chronic absenteeism rate will be targeted for further actions to decrease the number of student absences, specifically in the target groups listed below. We currently comply with SARB practices such as sending out letters and holding Student Attendance Review Team (SART) meetings, but our rate remains high.

| Red 3 | Orange 1 | Yellow 3 | Green 0 | Blue 0 | No Performance Color 6 |

Hispanic

Student Group | State

Red

17.7% chronically absent

Increased 3.2% ⊙

Number of Students: 351

Socioeconomically Disadvantaged

Student Group | State

Red

20.9% chronically absent

Increased 4% ⊙

Number of Students: 321

White

Student Group | State

Red

12% chronically absent

Increased 3.8% ⊙

Number of Students: 208

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

Murphy did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year.

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.

Moving forward, new actions will target decreasing the student absences. Actions will include enhanced parent and student education regarding school absences. Additionally, efforts will be made to increase student engagement with the goal of increasing our students desire to attend school. Goal 3 action 1 includes efforts to increase opportunities for students to engage with the school community. Additionally, the school will partner with Discovery Counseling for the Life Skills curriculum for all 6th grade students. Life Skills lessons cover a variety of topics including executive functioning.

Budget Summary by Action: (allocations based on enrollment and 36% unduplicated high need students).

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation Grant	Other funding (ie donation)
Allocated	$92,750	$9,646	$46,008	$35,000	$9,073	
Budgeted*	$91,839.00	$9,000	$45,165.00	$35,000	$9,073	
Spent YTD						
Encumbered						
Available						
*SPSA budget by action tracker	**Unrestricted Lottery**	**Extracurricular**	**LCFF Supplemental**	**Extended Day**	**Live Oak Foundation Grant**	**Other funding (ie donation)**
Action 1.1	$0	$0	$0	$0	$0	$0
Action 1.2	$0	$0	$0	$0	$0	$0
Action 1.3	$13,392	$0	$6,408	$0	$0	$0
Action 1.4	$33,058	$0	$17,242	$0	$9,073	$0
Action 1.5	$9,950	$0	$6,045	$35,000	$0	$0
Action 1.6	$0	$0	$0	$0	$0	$0
Action 1.7	$23,390	$8,000	$3,960	$0	$0	$0
Action 2.1	$4,800	$0	$0	$0	$0	$0
Action 2.2	$500	$0	$2,000	$0	$0	$0
Action 3.1	$6,749	$1000	$1,951	$0	$0	$0
Action 3.2	$0	$0	$7,559	$0	$0	$0

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 183,404

Other Federal, State, and Local Funds.

Federal Programs	Allocation ($)
None	$0
Subtotal of additional federal funds included for this school:	$0

State or Local Programs	Allocation ($)
Unrestricted Lottery	$92,750.00
Extra Curricular	$9,646.00
LCFF Supplemental	$46,008.04
Extended Day	$35,000
Live Oak Grant	$ 9,073
Subtotal of state or local funds included for this school:	$ 183,404 Proj. $194,852

Total of federal, state, and/or local funds for this school: $194,852

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Alex Aasen	Principal	aasena@mhusd.org	5/22/19
2. Gloria Komrosky	Parent	tripletmom2mrj@yahoo.com	5/22/19
3. Wiatt Grant	Teacher	grantw@mhusd.org	5/22/19
4. Sandra Madrigal	Classified	madrigals@mhusd.org	5/22/19
5. Frank Lines	Teacher	linesf@mhusd.org	5/22/19
6. Teresa Estavillo	Parent	teresaestavillo@hotmail.com	5/22/19
7. Brian Romero	Student		5/22/19
8. Audelino Melgar	Parent	amelgar@melgarjanitorial.com	5/22/19
9. Colin Razckowski	Student		5/22/19
10. Sarah March	Assistant Principal	marchs@mhusd.org	5/22/19

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	2	3	2

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
      Home and School Club
      English Language Advisory Committee

   Student Stakeholder Groups
      Student representatives
      ASB

4. 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.

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____   _____   _____

Typed name of School Principal   Signature of School Principal   Date

_____   _____   _____

Typed name of SSC Official   Signature of SSC Official   Date

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        Home and School Club
        English Language Advisory Committee

    Student Stakeholder Groups
        Student representatives
        ASB

4. 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.

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Alex Aasen
Typed name of School Principal

(signature)
Signature of School Principal

_5/24/19_
Date

Gloria Komrosky
Typed name of SSC Official

(signature)
Signature of SSC Official

_5/24/19_
Date

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for

schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1.   A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a.   provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b.   use methods and instructional strategies that:

i.   strengthen the academic program in the school,

ii.   increase the amount and quality of learning time, and

iii.   provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c.   Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i.   strategies to improve students' skills outside the academic subject areas;

ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;

iii.   implementation of a schoolwide tiered model to prevent and address problem behavior;

iv.   professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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