School Year: 2021-22

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Murphy Middle School Principal Jennifer Del Bono	43 69583 6100325	May 17, 2021	[Add Local Board Approval date here]

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: The 2019-2020 California Public School Dashboard Indicator Needs showed a need for improvement in the following areas: Chronic Absenteeism (12.3%). English Language Arts (-5.7 pts), Mathematics (-11.2 pts), & English Learner Progress (Low).

Student Group Report for 2019

Pivot Data by Indicator

Indicator	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Chronic Absenteeism	Yellow	Orange	None	Orange	Yellow	Red	None	None	Yellow	None	Yellow	None	Orange	Green
Suspension Rate	Green	Orange	None	Red	Yellow	Yellow	None	None	Green	None	Yellow	None	Green	Green
English Language Arts	Yellow	Orange	None	Red	Orange	Red	None	None	Blue	None	Orange	None	Green	None
Mathematics	Orange	Red	None	Red	Orange	Red	None	None	Green	None	Orange	None	Yellow	None

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

Our school's plan is organized into three goals: college and career readiness, parent engagement, and school climate. These goals are aligned with the three main goals in the MHUSD LCAP, and they meet the requirements of ESSA. To ensure students are college and career ready, we plan to address the following areas:
1) Increase proficiency in reading (*Reading Informational Text focus*)
2) Increase proficiency in math (English Language Learner, Students with Disabilities, McKinney-Vento Youth focus)
3) Increase English Language Learner proficiency (Our # of ELs is increasing in 2021-22 from approximately 90 to 115 students.)
4) Increase outcomes in ELA and Math MSP for 6th grade students

We're also focusing on parent engagement, especially for our families who speak a language other than English and our Black families. To support this goal, we've added staff to support ELAC meetings with guest speakers and add a college and career focus. Our School Counselors will support the agendas with quality presentations to attract more parents. A ZOOM option with translation and babysitting services will be provided for each meeting to promote greater access for parent participation. We've included a stipend to support the Black Student Parent Network as well to increase communications to families.

We are continuing to address student data regarding school connectedness and social emotional support. We've already completed root cause analysis of what is needed to promote a sense of connectedness and improve school climate. We understand the impact of COVID-19 on the mental health and wellness of our students and staff. In 2020-21 we worked collaboratively with a local business to resurrect our school garden to support not only the Environmental Literacy curriculum from the Health Framework, but we're also using the garden to support the Wellness Center with outdoor opportunities for our students within the school day to promote greater health. In response to student needs we're implementing *Where Everyone Belongs (WEB)* for incoming 6th grade students, Student Leadership, adding additional clubs and increasing our sports options for the 2021-22 school year. Through our School Counselors we're enhancing our weekly *Counselor Cafe* to support social-emotional needs and the *Beyond High School program* to further the college/career emphasis. We developed a live webinar each morning for announcements and we plan to continue with that as it has been a positive way to start the day and support a positive school climate.

Further Plans to meet ESSA Requirements:
Martin Murphy has been engaged in an Multi-Tiered Systems of Support training series. We've established a leadership team and have funded stipends for the 2021-22 school year to implement the MTSS framework. Our MTSS framework will set goals to improve dashboard outcomes by addressing academic, social-emotional/behavioral, and attendance needs through a tiered framework with a focus on prevention.

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. We were able to meet monthly with our Home & School Club. We had student representation on both the SSC and ELAC this year.

Date/Time	Stakeholder Group	Activity/Task
9/22/20	ELAC	Elections, Parliamentary procedures training, review by-laws, UCP notification
9/22/20	SSC	Reviewed by-laws, elections process review, and SPSA update
10/26/20	SSC	SPSA review and goals for EL's
10/19/20	ELAC	Elections, UCP review
11/09/20	SSC	Reviewed CAASPP results and dashboard
11/18/20	ELAC	Reviewed CAASPP results and dashboard
12/7/2020	ELAC	Continued CAASPP data, safety plan approval
1/25/21	SSC	Reclassification, RFEP Monitoring, Attendance, and EL programs review
2/12/21	ELAC	SPSA Data discussion
3/01/21	ELAC	Language Census, needs assessment
3/ 22/21	ELAC	SPSA review and input
4/26/21	SSC	SPSA review
4/26/21	ELAC	Cancelled
5/17/21	SSC	LCAP reviewed and SPSA approved
5/17/21	ELAC	SPSA Review and Approval/ R30 Reviewed

Stakeholder Involvement

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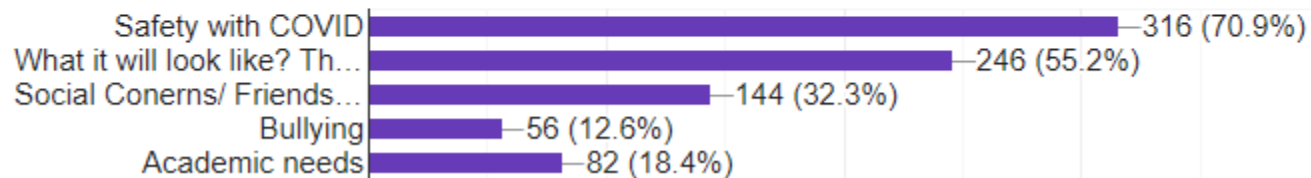
Involvement Process for the SPSA and Annual Review and Update

During the School Site Council meetings in March and April the Council discussed the school site plan. This year we also formed a Black Student Parent Network (BSPN) which further informed our school-wide efforts through making time and space to hear the concerns of one of our underrepresented communities. Throughout the year, we sought parent and student input. See the link for the results for the fall student survey, commissioned by the SSC.   Our results showed a need to focus on safety, creating increased opportunities for clubs and sports, and creating a culture of kindness. Please see the link for the student survey, HERE and the link for the parent survey, HERE.

Prior to reopening we received 456 responses to our student needs survey. See the link for the spring results. Student input led to efforts during the 2020-21 school such as a spring 6th grade orientation with multiple 6th grade school tours prior to the re-opening, universal accommodations (bathroom, water, food, stretching breaks), a Calming Center, YMCA partnership for after school sports conditioning, school sports, and a focus on safety. Additionally stakeholder input has informed our decisions for the upcoming year to add social-emotional supports, additional clubs, WEB, and college and career activities. We're focused on prevention with a strong emphasis on relationship building, PBIS, and restorative practices.

What concerns or worries do you have about returning to school? Check all that apply.

446 responses

Safety with COVID	316 (70.9%)
What it will look like? Th...	246 (55.2%)
Social Conerns/ Friends...	144 (32.3%)
Bullying	56 (12.6%)
Academic needs	82 (18.4%)

Resource Inequities

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

We've used Datazone and our MST team outreach reports as our data source for Chronic Absenteeism. 2019-2020= 12.3%, 2020-2021 = 6.43% Root cause analysis of Chronic Absenteeism in 2020-21:

1. Lack of connection to school

2. Lack of stable internet connection

3. Distance learning fatigue

4.Academic challenges

5.Mental health challenges

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. In the current school year, Martin Murphy established an academic intervention team, a student attendance review team (SART), and a behavioral multi-service team (MST). To promote greater continuity through alignment of resources and whole child approach, our site is currently engaging in a process to develop our single system of support using the MTSS framework. A new site leadership team has been formed and stipends have been created to fund the work. In alignment with the purpose and mission of our MTSS team, data will be reviewed throughout the 21-22 school year to create an equitable allocation of resources.

Specific actions to address chronic absenteeism:

1. MTSS team to set goals, align resources, and monitor progress using Datazone.

2. SART team identifies chronically absent students in 2020-21 and sets up parent meetings to address impact of absences and set goals for the 2021-22 school year. Greatest indicator of chronic absenteeism is prior year chronic absenteeism.

3. SART team to meet regularly with chronically absent and/ or truant students and families to identify root causes of absences, articulate the academic impact of absences and support with targeted interventions.

4. Identify and categorize areas contributing to absences based on parent/student feedback and address those areas as school-wide areas of support (Tier 1) or individualized (Tiers 2-3) through a variety of interventions (academic support, counseling referral, transportation, family basic need support, etc.)

5. Fund Where Everyone Belongs training for staff to implement in fall of 2021. August 6th launch to welcome incoming 6th grade students with 8th grade WEB. leaders.

6. MST team to monitor chronic absenteeism trends for students with disabilities, foster and homeless youth chronic absenteeism

In the absence of CAASPP testing in spring of 2020 and 2021, we've used MAP scores to support our root cause analysis.
Root cause analysis of declining MAP scores ELA:
Analysis of 2020-21 MAP data reveals that our Reading scores, specifically in the *Reading Informational Text* subtest has decreased for all grade levels, 6-8. The data continues to reveal that our EL population is underperforming as a subgroup in comparison to the schoolwide data. We are also seeing low scores in our students with disabilities and our homeless populations. Input from teachers during this year of distance learning is that students are not engaged in reading on a regular basis.
<u>As we look at the data, potential root causes are:</u>
1.Lack of foundational training for teachers in Construction Meaning, the use of consistent EL strategies in the classroom (visuals, CFUs, DOK, sight words, etc.)
2..Lack of targeted instruction/ targeted students specifically in ELA.
3.Low performance growth in 6th grade.
4.Students are not reading widely in distance learning.
5.Lack of Spanish-speaking and ELD trained staff to support students*

Specific actions to increase MAP scores in ELA (Reading Informational Text):

1. Achieve 3000 school-wide pilot (each department will support the use of the program)

2. Two stipends to support the implementation of Achieve 3000.

3. Constructing Meaning workshops and funds to compensate teachers to attend.

4. Use of StudySync and Achieve 3000 to ensure that instructional and supplemental resources are leveled by each student's lexile level.

5. We spent funds from the 2020-21 school year to enhance the volume of supplemental resources to attract and motivate students with high interest novels.

6. Purchase Spanish high interest novels to encourage biliteracy and reading.

7. Use the Instructional Rounds protocol to guide Tier 1 instructional practices.

8. Increase interventions during the school day.

9. 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.

10. Spanish-Speaking tutors through the partnership with Cal-SOAP

11. After school English Learner Academy once a week offered by the Martin Murphy ELD teachers. Funding will pay for stipends, software, and supplies for the after school programs.

12. Accelerated Reader program to support a culture of reading by using the program to incentivize reading through a point system.

13. Stipend for Culture of Reading Coordinator to facilitate book clubs. Create PBIS contests to promote and reward reading goals

14. AVID Coordinator to implement (2-3 strategies) across the grade level.

15. 6th Grade ELA Co-Lab for students with disabilities.

In the absence of CAASPP testing in spring of 2020 and 2021, we've used MAP scores to support our root cause analysis. Root cause analysis of declining MAP scores Math:

The data continues to show us that English Language Learners, Students with Disabilities, and Homeless students perform far below that of their peers. The data also shows that 6th grade students perform far lower than students in the 7th and 8th grades.

As we look at the data, potential root causes are:

1. Low performance growth in 6th grade

2. Minimal training for 6th grade/SPED math teachers in CPM

3. Lack of EL strategies implemented to support best practices in math

4. Ineffective communication to parents regarding progress, interventions, supports

5. Lack of Spanish-speaking tutors to support ELs

Specific actions to increase MAP scores in Math (ELs, Students with Disabilities, Homeless Youth):

1. CPM training for 6th grade/SPED teachers

2.6th Grade Co-Lab in Math for students with disabilities

3.Stipend for Math teacher in Homework Center

4.Spanish-speaking tutors in Homework Center

5."Math Informational Night" to help parents understand the program and supports available

6. CM workshops to support EL strategies in math

In the absence of CAASPP testing in spring of 2020 and 2021, we've used ELPAC scores to support our root cause analysis. Root cause analysis for low English Language Learner performance.

1.Lack of a coordinated school-wide plan to address EL student needs
2.Lack of data and use of data to engage in a cycle of inquiry

3.Lack of trained staff to support ELs*

4.Lack of high expectations, including a college going culture*

5.Lack of programs/curriculum to support ELs*

6.Lack of Spanish-speaking tutors*

*Indicates input from ELAC

Specific actions to increase ELPAC scores for ELs:

1.MTSS Leadership team to establish a school-wide goal for ELs and establish calendar to support cycle of inquiry to monitor progress

2.CM workshops for teachers facilitated by site level English Language Facilitators

3.Release time for teachers to engage in professional development.

4.Use of Achieve 3000, StudySync to support ELs with curriculum at their lexile level

5. Fund (2) stipends to implement Achieve 3000 school-wide and monitor data

6. Increase number of ELD classes

7. Hire additional staff who are Spanish-speaking

8. Ensure Spanish-speaking Cal-SOAP tutors are available in the homework center

9. Add ELD/ELAC to the AVID College Trips in the fall and spring

10. Increase *Beyond College* activities

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 MAP data, department formative and summative assessments, and ELPAC results. The greatest areas of need include reading informational text, math support, sixth grade specific needs for our English Learners, Students with Disabilities, and Hispanic students.

Annual Measurable Outcomes

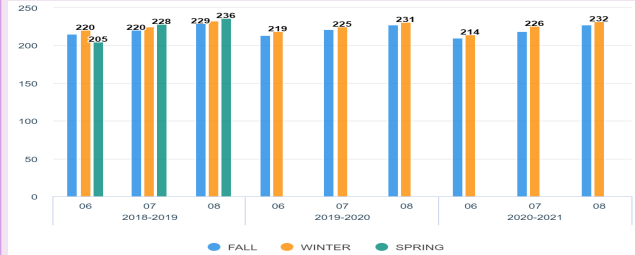| Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism/ Datazone	**2019-2020: 12.3%** **2020-2021: 6.43% All students** **2020-2021: 11.11% Students w/disabilities**	Chronic absenteeism rate will be 10% or lower for all subgroups and school-wide totals.
ELPAC Results	**EL population: 12.8% (California school dashboard)** **EL Progress - According to 2019 data because 2020 data was inconclusive, 39.7% of EL students are making progress in English Language Proficiency** **State level= 48.3%** **RFEP rate for 2020-2021: 3.4% (3 RFEP students divided by 88 total ELs)** **Number of EL Students: 68**	EL Progress at 50% or more of students making progress in English Language Proficiency to move from low to medium performance level. RFEP rate for 2021-2022: 7% at approximately 8 students.

Performance Level: Low

Student English Language Acquisition Results

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

● ELs Who Decreased at Least One ELPI Level ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
● ELs who Maintained ELPI Level 4 ● ELs Who Progressed at Least One ELPI Level

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MAP Math (Winter 2020-21)

Math	Murphy 2020	Murphy Math 2021	Students at 50%	Growth
6th	210.1	212.4	219.56	2.3
7th	219.2	226.8	224.04	7.6
8th	225.9	232	228.12	6.1
ELA	Murphy 2020	Murphy ELA 2021	Students at 50%	Growth
6th	206.6	209	213.81	2.4
7th	214.5	216.8	217.09	2.3
8th	217.9	220.2	220.52	2.3
	2020	Science 2021		Growth
	210.6	214.6		4

Expected outcome is each grade level will reach or exceed their growth target.
Expected outcome for average RIT by grade:
6th: 220 or higher
7th: 228 or higher
8th: 236 or higher

Dashboard (Math)

All Students

All Students State

Orange

32.6 points below standard

Expected outcome to move into the green tier by meeting the standard or exceeding it for all students.

Declined 11.2 Points

Number of Students: 705

English Learners	Homeless	Students with Disabilities
Student Group · State	Student Group · State	Student Group · State
Red	Red	Red
106.4 points below standard	119.2 points below standard	150.6 points below standard
Declined 25.1 Points ⊕	Declined 47.4 Points ⊕	Declined 4.2 Points ⊕
Number of Students: 131	Number of Students: 41	Number of Students: 95

English Learners

Student Group State

Red

106.4 points below standard

Declined 25.1 Points

Number of Students: 131

Homeless

Student Group State

Red

119.2 points below standard

English Learners: Expected outcome to move into the yellow tier or better by meeting the standard or better. Increase by 106.4 points or better.
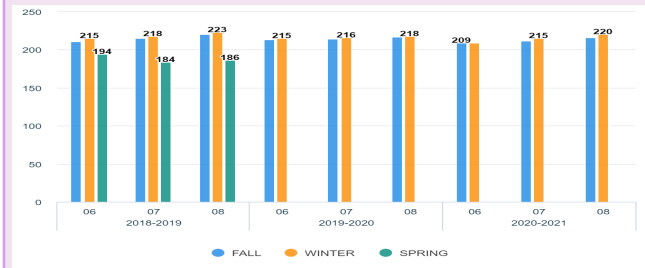
Homeless Students: Expected outcome to move into the yellow tier or better by meeting the standard or better. Increase by 119.2 points or better.

Declined 47.4 Points

Number of Students: 41

Students with Disabilities

Student Group State

Red

150.6 points below standard

Declined 4.2 Points

Number of Students: 95

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English

learners, prior or Reclassified English learners, and English Only

students in mathematicS.

Current English Learners

175.9 points below standard   Declined 25.7 Points
Number of Students: 61
Reclassified English Learners
45.8 points below standard   Declined 4.6 Points

Students with Disabilities: Expected outcome to move into the yellow tier or better by meeting the standard or better. Increase by 150.6 points or better.

Current English Learners: Expected outcome is to be at standard, increasing by 175.9 points.

Reclassified English Learners: Expected outcome is to be at standard or better by increasing by 45.8 points or better.

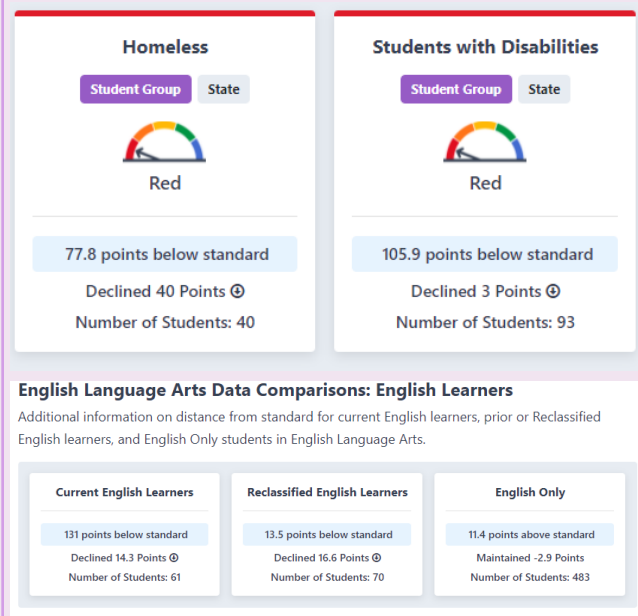|		
	Number of Students: 70 **English Only** 26.3 points below standard Declined 11.9 Points **Number of Students: 481**	English Only: Expected outcome is to be at standard or better by increasing by 26.3 points or better.
MAP ELA Data 	(see table below)	Expected outcome is each grade level will reach or exceed their growth target. Expected outcome is that the average RIT for each grade level: 6th grade: 216 or higher 7th grade: 218 or higher 8th grade: 223 or higher
Dashboard (ELA)	**All Students** **All Students** State Yellow _____ 2.1 points above standard Declined 5.7 Points Number of Students: 707	

Math	Murphy 2020	Murphy Math 2021	Students at 50%	Growth
6th	210.1	212.4	219.56	2.3
7th	219.2	226.8	224.04	7.6
8th	225.9	232	228.12	6.1

ELA	Murphy 2020	Murphy ELA 2021	Students at 50%	Growth
6th	206.6	209	213.81	2.4
7th	214.5	216.8	217.09	2.3
8th	217.9	220.2	220.52	2.3

	2020	Science 2021		Growth
	210.6	214.6		4

Homeless

Student Group | State

Red

77.8 points below standard

Declined 40 Points ⊕

Number of Students: 40

Students with Disabilities

Student Group | State

Red

105.9 points below standard

Declined 3 Points ⊕

Number of Students: 93

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
131 points below standard	13.5 points below standard	11.4 points above standard
Declined 14.3 Points ⊕	Declined 16.6 Points ⊕	Maintained -2.9 Points
Number of Students: 61	Number of Students: 70	Number of Students: 483

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

Strategy/Activity 1

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. Funding MTSS Leadership Team Stipends

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)
MTSS Leadership Team - Multi-Fund (3) Stipends	$3759.72	Unrestricted Lottery
MTSS Leadership Team - Multi- Fund (3) Stipends	$2403.75	LCFF

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
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. Fund Intervention Coordinator Stipend

2. Fund two Achieve 3000 Coordinator Stipends

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	Amount(s)	Source(s)
Intervention Coordinator Stipend + Benefits	$2054.49	LCFF
(2) Achieve 3000 Coordinator Stipends + Benefits	$4108.98	LCFF

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. Contracted services for Equity training (Implicit bias/systemic racism)

2. Sub days for Certificated PD (CPM, Achieve 3000, Equity training, MTSS)

3. Technology Coach stipend

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 Strategy/Activity	Amount(s)	Source(s)
Equity Training (Multi-funded)	$6100	Unrestricted Lottery
Equity Training (Multi-funded)	$3900	LCFF
Substitute release time for PD + Benefits Multi-funded	$6439.43	Unrestricted Lottery
Substitute release time for PD + Benefits Multi-funded	$3413.62	LCFF
Technology Coach Stipend + Benefits	$2054.49	Unrestricted Lottery

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. Web-based programs
2. Accelerated Reader Subscription
3. Department Chair stipends for 6th grade
4. Books and Reference materials
5. Transportation: Monterey Bay Aquarium
6. Reading Culture Coordinator Stipend
7. Band (3.0 to include travel)
8. Coding Club stipend
9. Future City Club stipend
10. Environmental Literacy stipend
11. Drama Stipend
12. Extended Day Supplies

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 Strategy/Activity	Amount(s)	Source(s)
Web-based Programs Multi-funded	$14,762	Unrestricted Lottery
Web-based Programs Multi-funded	$9438	LCFF
6th Grade Department Chair Stipends (3.0) Multi-Funded	$4,124.21	Unrestricted Lottery
6th Grade Department Chair Stipends (3.0) Multi-Funded	$2403.75	LCFF
Transportation: Monterey Bay Aquarium Multi-funded	$1220	Unrestricted Lottery
Transportation: Monterey Bay Aquarium Multi-funded	$780	LCFF
Reading Culture Coordinator	$2,054.49	Unrestricted Lottery
Band FTE to Include Travel	$6,163.47	Unrestricted Lottery
Coding Stipend	$2,054.49	Extended Day
Future City Stipend	$2,054.49	Extended Day
Environmental Literacy Stipend	$2,054.49	Extended Day
Drama Stipend	$2,054.49	Extended Day
Extended Day Supplies	$7,667.35	Extended Day
Makerspace Stipend	$2,054.49	Extended Day

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. Hot Spots

2. Chromebook insurance

3. AVID Program (Coordinator Stipend, Membership/ Weekly)

4. College Field Trips (transportation / lunch)

5. Fund Math Credentialed Teacher to work in the Homework Center

6. Fund Classified Personnel to work in the Homework Center

7. Place Cal-SOAP Spanish-speaking tutors for the Homework Center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Mobile Hotspots	$610	Unrestricted Lottery
Mobile Hotspots	$390	LCFF
Chromebook Insurance	$2000	LCFF
AVID Coordinator	$2,054.49	Unrestricted Lottery
AVID Membership	$3,999.00	LCFF
AVID Weekly	$575.00	LCFF
Transportation: AVID/EL College Field Trips	$4,000	LCFF
Provide lunch for AVID/EL Field Trips	$1425	LCFF
Cal-SOAP Tutoring for EL's	$5000	LCFF
Homework Center Classified Stipend	$2,260.50	Extended Day
Homework Center Certificated Stipend	$2,054.49	Extended Day

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. N/A

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)
N/A		

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. Athletic Busses

2. Referees

3. Athletic Supplies

4. Teacher Classroom Supplies

5. Office Supplies

6. SOM Awards/Semester

7. 8th Grade Awards

8. Chromebooks

9. Mileage Reimbursement

10. Classroom projector and mounting unit

11. Office furniture

12. Business cards

13.Pay for lunch debt

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 Strategy/Activity	Amount(s)	Source(s)
Athletic Busses	$3,000	Extra Curricular
Referees	$2,000	Extra Curricular
Athletic Supplies	$862.27	Extra Curricular
Teacher Classroom Supplies Multi-funded	$3840	Unrestricted Lottery
Teacher Classroom Supplies Multi-funded	$2160	LCFF
Office Supplies	$12,000	Unrestricted Lottery
SOM Awards/Semester	$1,500	Unrestricted Lottery
8th Grade Awards	$500	Unrestricted Lottery
Chromebooks	$3,050	Unrestricted Lottery
Mileage Reimbursement	$500.00	Unrestricted Lottery
Classroom Projector & Mount	$400.52	Unrestricted Lottery
Office Furniture	$5,465.18	Unrestricted Lottery
Business Cards	$84.00	Unrestricted Lottery
Pay Lunch Debt	$2500	Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 1 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 listed and implemented and ensure we are using an inquiry based cycle to analyze results and update as needed. Through MTSS development, instructional rounds, Achieve 3000 school-wide implementation, Constructing Meaning, AVID professional development, and integration of co-labs for special education. We will continue to strengthen teachers' abilities to meet the language learning needs of all of our students. We will continue to focus on increasing rigor for all students through instructional rounds, AVID strategies school-wide and site based evaluations. Progress will continue to be monitored in biweekly Professional Learning Community meetings. We will utilize more universal access and accommodations for all students. The high rate of counseling referrals coupled with the success of the Counselor Cafe leads us to believe that students will continue to seek support and guidance from our team. We believe that We will implement a weekly advisory/tutorial period to and use the Wellness Center to address the social emotional needs of students.

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.

Through our MTSS systems work, we'll continue to seek opportunities to increase individualized supports and interventions within the school day. Some of those supports include, but are not limited to: adding a before school homework club, structured PLCs to review student academic and behavioral data, continued work with PBIS, Restorative Justice, and provide relevant feedback and professional development to teachers around instruction practices. We're exploring a tutorial period in the following school year's master schedule with the goal of increasing social-emotional supports

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 previous years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance	Back to School Night (295) Student of the Month Assemblies (20) Cyber Safety Presentation (20) Martin Murphy EMPOWER (16) Re-Opening Orientation (130) 6th grade Walk-Throughs (55)	Back to School Night (400) Student of the Month Assemblies (30) Safety Presentations (40) 6th Grade Orientation/Walk Throughs (200)
Parent Advisory Groups	Black Student Parent Network meetings (3 parents) ELAC (4 parents) SSC (5 parents)	BSPN : 10 parents ELAC: 15 parents SSC: 10 parents

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.BSPN Stipend

2. Fingerprinting

3. Blackboard Connect

4. Postage and Mailers

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 Strategy/Activity	Amount(s)	Source(s)
BSPN Stipend	$2,054.49	Extended Day

Fingerprinting	$500	Unrestricted Lottery
Blackboard Connect	$1800	Unrestricted Lottery
Postage and Mailers	$1500	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.Translation Services

2. Child Care

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 2 Strategy/Activity	Amount(s)	Source(s)
Translation Services at Parent Meetings	$1223.03	LCFF
Child Care at Parent Meetings	$1,000.00	LCFF

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 2 ANALYSIS

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

We utilize Blackboard Connect to reach families regularly. Our website has been updated to support greater communication. Social media is supported by our Home & School Club as well. We spend a considerable amount of time repairing our marquee sign on the corner of Santa Teresa Blvd. This year we used double the allocation for mailing since we needed to send home more awards, student prizes, and communication to parents.

The parent education nights we have organized have included important topics, such as distance learning, school tours, and re-opening plans. We've also included timely topics as issues have risen, such as supporting children with resilience during COVID-19, cyber-safety, bullying, and the rise in Asian American attacks. 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. We created a Black Parent Student Network and have three to four parents attend regularly each month. Guest speakers draw a steady stream of students and parents to the monthly meetings.

Since we were in distance learning for the majority of the year, we did not utilize funds for fingerprinting. Parent volunteers who support Track and Volleyball currently had already been fingerprinted and our contract with the YMCA for afterschool conditioning did not require us to fund their staff fingerprinting services.

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 and the District Attorney's Office for example, to hold presentations at no cost. We were given donations to support many of our guest speakers offered through the Black Student Parent Network.

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 continue to offer in-person and on-line options for parent education nights utilizing the hybrid option to provide greater opportunities for access. Translation and child-care options will be made available to support greater opportunities for parents to attend.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	5.85% (40 students) 5/9/21	8% Chronic Absenteeism rate as we return to 100% in person learning.
PBIS Recognition	68% of the student population has been rewarded or recognized for EMPOWER behaviors. This equates to 463 students who have received an official recognition. A total of 970 recognitions have been sent this year in total.	100% of students will be rewarded or recognized.

Embedded table (Baseline/Actual Outcome — Chronic Absenteeism Rate):

Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student Ethnicity					
American Indian or Alaskan Na	94.7%	97.7%	97.78%	99.13%	99.07%
Asian Indian	98.36%	97.29%	97.14%	97.48%	99.58%
Black or African American	97.16%	94.7%	95.77%	95.19%	97.93%
Cambodian	99.15%	97.78%	97.36%	98.52%	100%
Chinese	98.64%	98.56%	98.77%	98.89%	99.54%
Decline to State	96.02%	96.65%	97.5%	98.33%	98.42%
Filipino	98.07%	97.72%	97.35%	98.39%	99.56%
Hawaiian	96.02%			97.22%	98.76%
Hispanic	95.68%	95.17%	94.8%	96.47%	96.26%
Hmong	93.75%				
Japanese	95.45%	95.56%	98.15%	100%	100%
Korean	98.86%	92.04%	91.48%	98.33%	100%
Laotian	99.43%	98.89%	99.44%		
Multiple	96.35%	96.24%	97.62%	97.12%	97.73%
Other Asian	95.54%	98.27%	97.59%	98.38%	99.21%
Other Pacific Islander	98.86%	96.11%	96.3%	95.56%	96.76%
Samoan			96.11%	95.56%	89.71%
Vietnamese	98.82%	98.36%	98.56%	98.65%	99.54%
White	96.19%	95.38%	95.83%	96.5%	98.37%

California Healthy Kids Student Survey	The California Healthy Kids Survey was administered in May, 2021.	90% or more of students feel safe at school.
Martin Murphy Counseling Referral Form	2019-2020 Baseline= 4 referrals 2020-2021 Baseline=64 referrals **Behavior to Address** 64 responses Second Language Assista... — 4 (6.3%) Excessive Absences (3 or... — 16 (25%) Motivation — 31 (48.4%) Tardies (3 or more) — 11 (17.2%) Depression — 13 (20.3%) Withdrawn — 16 (25%) Anxiety — 11 (17.2%) Anger — 4 (6.3%) Inattention — 18 (28.1%) Peer Relationships — 6 (9.4%) Personal Hygiene — 1 (1.6%) Swearing — 0 (0%) Sadness — 6 (9.4%) Grief — 3 (4.7%) Fears — 1 (1.6%) Bullying — 2 (3.1%) Aggression — 1 (1.6%) Stress — 9 (14.1%) ADD — 2 (3.1%) Parent reached out and sa... — 1 (1.6%) Student reports family issu... — 1 (1.6%) not completing work or att... — 1 (1.6%) death in the family — 1 (1.6%) Vape — 1 (1.6%) Sleep Deprivation — 1 (1.6%) Not sure, possible attentio... — 1 (1.6%) Easily distracted and over... — 1 (1.6%) announced in class that h... — 1 (1.6%) Distraction of others in class... — 1 (1.6%) possible depression — 1 (1.6%) 0 10 20 30 40	2021-2022 expected outcome is 65 referrals for counseling support as we will encourage students, families, and parents to seek preventative services utilizing our Wellness Center.
After School Sports/Conditioning	2020-21 55 students in Track & Field 45 students in YMCA Program	Expected Outcome is 100% of all students join a club or sport. We will resume athletics next year and add intramurals as well.
Clubs (LGBTQ+, Drama, Environmental Literacy, Coding, BSU, TUPE Peer Advocates, E-Sports, Civic Engagement)	2020-21 62 unduplicated students @ 9% of the total population.	Expected Outcome is 100% of all students join a club or sport. There will be additional clubs for 2021-22 to ensure ample choices for students. (W.E.B., Art, Future Cities, Health Advocate, Makerspace, School Climate, Reading, Garden, etc)
Cal- SOAP After School Tutoring	2020-21 71 Unduplicated Students @ 10% of total population 787 Entries /47,400 Minutes/ 790 Hours	Expected Outcome is that 25% of all students utilize after school tutoring in the homework center at least one day per week.

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. Stipend for LGBTQ+

2. Stipend for Black Student Union

3. Stipend for PBIS Tier 1 Lead

4. .5 Stipend for College and Career Day

5. Where Everyone Belongs (W.E.B.) training

6. Athletic Director

7. School Counselor Supplies

8. Guest Speakers

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 Strategy/Activity	Amount(s)	Source(s)
Stipend for LGBTQ+	$2,054.49	Extended Day
Stipend for Black Student Union	$2,054.49	Extended Day
Stipend for PBIS Tier 1 Lead	$2,054.49	Extended Day
.5 Stipend for College and Career Day	$1,027.24	Extended Day
Where Everyone Belongs (W.E.B.) training	$3,500	Extended Day
Athletic Director	$3081.73	Extra Curricular
School Counselor Supplies	$1793	Unrestricted Lottery
Guest Speakers	$5,000	Unrestricted Lottery

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. Stipend PBIS Tier 2 Check in- Check Out Coordinator/MST

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 Strategy/Activity	Amount(s)	Source(s)
Stipend for the PBIS Tier 2 Check In/Check Out Coordinator/ MST	$2054.49	Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 3 ANALYSIS

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

A leadership team has been formed to develop our MTSS plan for addressing the barriers to chronic absenteeism, student engagement, and student achievement. The chronic absenteeism rate will be targeted for further actions to decrease the number of student absences, specifically in the target groups listed below. With our target interventions we hope to raise these numbers even more. We made great efforts to create opportunities for students to engage through contests to promote creativity, gratitude, and mental health throughout the year. Evidence of this can be seen in the clubs, outdoor conditioning programs and the creation of Murphy's first Black Student Union. Students in the BSU raised approximately $2500 during the holidays for Second Harvest Food Bank. To further connect and engage students, our school counselors hosted a weekly Counselor Cafe to promote social emotional resiliency as well as Beyond High School to promote greater awareness of college and careers. Approximately 10 guest speakers were hosted by our team throughout the year. Our morning live announcements created a hub for students and rallied the school community. It also created a platform for us to partner with the Home & School Club to expand our PBIS program with raffles and giveaways. We hosted "Student of the Month" awards and monthly kudos that were mailed home.

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 beginning with the W.E.B. program for in-coming 6th grade students. Our PBIS EMPOWER program will be expanded to include student generated videos of each EMPOWER tenant at Martin

Murphy. Students will be rewarded and recognized for showing their own EMPOWER in action. The stipends are to support the development of Tier 1 & 2 structures. Upon receiving student input we'll increase the amount of athletic options and clubs on campus for students to engage students. Our school garden has been renovated and the outdoor space will enhance the overall well-being of students and classes will be offered outdoors. Our hope is that with increased clubs and school activities will be planned to further engagement and our student's' desire to come to school. We further hope that our forthcoming Wellness Center will enhance prevention programs and make Murphy an even safer, healthier and more desirable place to be.

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).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$180, 219.91
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	$180, 219.91

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

| None | $0 |

Subtotal of additional federal funds included for this school: $ 0

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

State or Local Programs	Allocation ($)
LCFF / EL & FR	$ 50,274.91
EXTENDED DAY	$ 35,000.00
STATE LOTTERY	$ 86,000.00
EXTRA CURRICULAR	$ 8,944.00

Subtotal of state or local funds included for this school: **$ 180,218.91**

Total of federal, state, and/or local funds for this school: **$ 180,218.91**

Instructions

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

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

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

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

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 Federal Programs and Reporting 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 describe the process used to develop, in partnership with stakeholders, the CSI 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 as 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.

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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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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