

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stanwood A. Murphy Elementary School	12-63024-6008155	Not Applicable	12/15/2020

Purpose and Description

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

Schoolwide Program

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.

The purpose of the Scotia School Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards. The school's administrator, staff, and parents are actively involved in this process. The School Plan for Student Achievement is based on analysis of data and reflection on current and best practices. At Stanwood A. Murphy Elementary, staff, students, parents, and community members work in partnership to foster an inclusive environment, as stated by our vision statement: "Stanwood A. Murphy Elementary - a place where school, families, and community work together as partners in education". Working collaboratively ensures that all students, including our low income, foster and homeless youth, English language learners, students with disabilities, and students who experienced learning loss during the spring school closure, all have the opportunity to grow academically and socially. Each stakeholder group is also dedicated to the common goal of preparing all students for the demands of the 21st century.

Based on stakeholder feedback, Scotia School is providing families with student attendance options for the 2020-2021 school year. Students can participate in the school's synchronous and asynchronous distance learning program, or the school's on campus in-person instructional program. Students participating in on campus instruction are in class from 8:30-1:00, five days per week, for all grades TK-8. Students are offered lunch at 1:00 to take home with them. Students participating in distance learning meet virtually on a daily basis with a certificated teacher and their peers, and are provided with work and projects to complete asynchronously. Our distance learners are provided with meals on a weekly basis.

Scotia teachers collaborate weekly to analyze data and take part in professional development opportunities in order to provide best practices for instruction and intervention for all students, including our high needs students.

Intervention is provided to all students at risk of failure, including our low income, English learners, foster and homeless youth, and students with special needs. This intervention is provided by classroom teachers, our intervention teacher, a resource specialist program that provides targeted support to students with disabilities, as well as any student in need of additional support, paraprofessionals at every grade level, and individualized computer programs that may be accessed anywhere online.

A part time intervention teacher has been hired to assist those students who are in need of more intensive academic interventions. The intervention teacher works with in person learners as well as distance learners. Paraprofessionals have been assigned to all grade levels, in order to provide additional support to our students with special needs, including our low income, foster and homeless youth, students with disabilities, and our English language learners.

English language learners receive support during class time from the classroom teacher and paraprofessional, as well as the intervention teacher, as needed. Distance learners receive EL support one on one or in small groups.

The Resource Specialist Teacher and Speech Teacher continue to serve all students with Individualized Education Plans and 504 Plans, as well as students with the greatest needs by applying universal design for learning strategies.

The counselor's work hours have been increased to allow for more time for the needs of both our in person and distance learners. The counselor schedules regular and on-going check-ins for distance learning students needing additional social-emotional support. The additional counseling time also allows for the counselor to focus on providing social-emotional support and coping strategies to our students with the greatest needs, including our low income, English learners, and homeless and foster youth.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school received feedback through family surveys, public meeting input, informal communication from parents, along with input provided by students and school staff. Surveys were presented in online format and also in paper format for those parents without internet access. Surveys were translated for those families whose primary language is not English. These opportunities for public input provided the school with information on the impact school closure had on students and families. Surveys were sent to families on June 3, July 11, and July 26. All call phone, text, and email messages were sent to families weekly through the spring. Letters were also written to families and posted at the town's post office and outside the school building. These forms of communication encouraged parents to call the school with any input or questions. The weekly work turn in/pick up allowed for another opportunity for public input, as parents and students were able to talk with staff members and the principal, all of whom took part in work dispersal and collection on these days. We also gathered stakeholder feedback at special and regular meetings of the Board of Trustees on March 16, April 9, May 14, June 17, June 18, August 6, August 13, and August 24. Finally, students were asked for input on their experiences with Distance Learning through the California Healthy Kids Distance Learning Survey, conducted in May, 2020.

Resource Inequities

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

Not Applicable

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

Increase student achievement levels by offering a broad course of study that improves the foundation for college and career readiness.

Identified Need

The California School Dashboard indicates that while English Language Arts achievement increased by 10.3 points, Scotia students are still 17.2 points below the state standard in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores	All students average distance from standard -17.2	All students average distance from standard -7.2
CAASPP ELA Scores	Socioeconomically Disadvantaged average distance from standard -23.7	Socioeconomically disadvantaged average distance from standard -13.7
CAASPP ELA Scores	Students with Disabilities average distance from standard -77.7	Students with Disabilities average distance from standard -67.7

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including low income, English learners, homeless and foster youth

Strategy/Activity

Hire Part Time Intervention Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

32,037

Title IA, Title IV

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 2

Promote the engagement of parents and student in the Scotia School Learning Community

Identified Need

Students need additional time with qualified adults to assist with their behavioral, social and emotional needs, including suicide prevention, emotional instability, strategies for dealing with and preventing bullying positive citizenship, anger management, and addressing childhood trauma including abuse and addiction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder perception on School Climate Survey regarding school safety	90% positive feedback on parent survey regarding the school being a safe environment	Maintain 90% positive feedback on parent survey regarding the school being a safe environment
Percentage of students who feel connected and safe at school based on CHKS results	5 th grade-83% felt safe at school all or most of the time 72% indicated a high level of connectedness to school 7 th grade-51% felt safe at school all or most of the time 76% indicated a high level of connectedness to school.	Increase percentage of students who feel safe at school by 10%. Increase percentage of students who feel a high level of connectedness at school by 10%.
Attendance rate of in person as well as distance learning students	2019-2020 attendance rate 94.54%	Increase attendance rate by 1%

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including low income, English learners, homeless and foster youth

Strategy/Activity

Increase school counselor's time from one day to two days per week.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$13600 increase from .2 to .4 FTE

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including low income, English learners, homeless and foster youth

Strategy/Activity

Provide professional development training and support for certificated employees in strategies for student engagement support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$4486

Title II

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

\$ 36,523

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

\$ 59,060

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 (\$)
Prior Year Carry Over Title I	\$8,937

Subtotal of additional federal funds included for this school: \$4,486

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 (\$)
Local Control Funding Formula	\$13,600

Subtotal of state or local funds included for this school: \$ 13,600

Total of federal, state, and/or local funds for this school: \$59,060