School Year: **2024-25**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murdock Elementary School	37 68197 6070833	May 13, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Murdock Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC Meeting, April 17, 2024 at 3:00pm
- SSC Meeting, May 13, 2024, 2:30pm, March 18, 2024 at 2:30pm
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 7, 2024 at 2:30pm

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

Last year we wanted to focus on PBIS and restorative justice and we were not able to address these topics in depth. We realized that we had an inequity and we had to adjust our approach in that area. Money and staff resources were not available to provide professional development for all staff.

For our students who were chronically absent and of two or more races we note that we attempted many meeting with families and we were not always successful with meeting with them despite phone calls, emails and home visits. There was a long list of attendance meetings that needed to be scheduled and we were not able to get to them all.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

41.9% of our Multilingual Learners are making progress towards English language proficiency which is a 2.9% decline for this group of students. We have provided ELD training by a district TOSA and will continue to further that professional learning in the future. As a staff we need to continue with professional learning for our teachers regarding multilingual learners.

1.6% of our students were suspended for at least one day which is an increase of 1.1%. As a staff we are implementing weekly Social Emotional Learning lessons to create stronger relationships between staff and students. In addition, all classrooms implemented a morning meeting at the start of each day to create a strong and positive classroom community.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our socioeconomically disadvantaged students scored 29 points below standard in mathematics. Our IDS teacher has worked with classrooms teachers and our Social Worker to develop targeted interventions for these students.

76 of our students are identified as being of two or more races and 23.7% of them were chronically absent which is an increase of 2.8%. Our School Social Worker has identified who these students are and has connected with families to create an improvement plan.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Murdock Elementary we use a variety of data sources to inform our instruction. These include but are not limited to: iReady, Literably, ESGI, our adopted curriculum Wonders.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Murdock Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0.17%	3	0	1
African American	5.0%	4.22%	4.04%	31	24	24
Asian	1.3%	1.05%	1.85%	8	6	11
Filipino	1.0%	1.41%	1.18%	6	8	7
Hispanic/Latino	36.7%	39.37%	40.07%	230	224	238
Pacific Islander	0.2%	0.18%	0%	1	1	0
White	41.7%	42.00%	40.4%	261	239	240
Multiple/No Response	13.7%	11.60%	12.29%	86	66	73
			Total Enrollment	626	569	594

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	131	119	127
Grade 1	100	105	100
Grade 2	84	84	107
Grade3	89	80	81
Grade 4	79	62	68
Grade 5	85	58	59
Grade 6	58	61	52
Total Enrollment	626	569	594

Conclusions based on this data:

1. From 2021-2022 to 2022-2023 our enrollment increased from 569 to 594.

2. The grade level with the biggest increase in enrollment was 2nd grade. In 2021-2022 their enrollment was 84 and in 2022-2023 it was 107.

3. Between 2021-2022 and 2022-2023 the student population with the greatest increase was Hispanic/Latino with an increase from 39.37% to 40.07%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	31	45	53	5.0%	7.9%	8.9%
Fluent English Proficient (FEP)	17	14	8	2.7%	2.5%	1.3%
Reclassified Fluent English Proficient (RFEP)	1		4	3.2%		7.1%

Conclusions based on this data:

1. Our percentage of Multilingual Learners continues to increase. In 2020 - 2021 they were 5% and in 2022-2023 they accounted for 8.9%.

2. We were able to reclassify 7.1% of multilingual learners in 2022-2023 which is an increase from 3.2% in 2020-2021.

3. The number of fluent English Proficient students has decreased from 2.5% to 1.3% between the 2021-2022 and 2022-2023 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	78	81	0	77	81	0	77	81	0.0	98.7	100.0
Grade 4	76	61	68	0	61	68	0	61	68	0.0	100.0	100.0
Grade 5	79	59	62	0	59	61	0	59	61	0.0	100.0	98.4
Grade 6	56	59	53	0	59	52	0	59	52	0.0	100.0	98.1
All Grades	297	257	264	0	256	262	0	256	262	0.0	99.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2501.	2472.		58.44	48.15		15.58	17.28		14.29	22.22		11.69	12.35
Grade 4		2517.	2533.		40.98	54.41		26.23	22.06		22.95	14.71		9.84	8.82
Grade 5		2529.	2516.		33.90	32.79		23.73	24.59		25.42	18.03		16.95	24.59
Grade 6		2559.	2552.		33.90	23.08		28.81	34.62		20.34	28.85		16.95	13.46
All Grades	N/A	N/A	N/A		42.97	41.22		23.05	23.66		20.31	20.61		13.67	14.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.84	30.86		37.66	58.02		6.49	11.11
Grade 4		26.23	35.29		67.21	60.29		6.56	4.41
Grade 5		27.12	24.59		59.32	59.02		13.56	16.39
Grade 6		28.81	13.46		57.63	69.23		13.56	17.31
All Grades		35.94	27.10		54.30	61.07		9.77	11.83

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.56	38.27		45.45	49.38		12.99	12.35
Grade 4		31.15	35.29		57.38	50.00		11.48	14.71
Grade 5		32.20	19.67		45.76	63.93		22.03	16.39
Grade 6		33.90	25.00		47.46	65.38		18.64	9.62
All Grades		35.16	30.53		48.83	56.11		16.02	13.36

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.68	24.69		66.23	61.73		9.09	13.58
Grade 4		18.03	23.53		70.49	73.53		11.48	2.94
Grade 5		20.34	16.39		66.10	67.21		13.56	16.39
Grade 6		27.12	17.31		62.71	69.23		10.17	13.46
All Grades		22.66	20.99		66.41	67.56		10.94	11.45

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.16	29.63		45.45	60.49		10.39	9.88
Grade 4		34.43	30.88		60.66	63.24		4.92	5.88
Grade 5		16.95	22.95		74.58	62.30		8.47	14.75
Grade 6		28.81	26.92		61.02	61.54		10.17	11.54
All Grades		32.03	27.86		59.38	61.83		8.59	10.31

Conclusions based on this data:

1. Based on the data, the percentage of students at or near standard in English Language Arts increased in 3rd grade and 6th grade.

2. Our writing data shows an increase of the number of students scoring at or near standard by 1.15%.

3. The students in 3rd, 4th and 6th grade showed an increase of students at or near standard in research and inquiry. In 5th grade students declined by 12.28%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	78	81	0	77	81	0	77	81	0.0	98.7	100.0
Grade 4	76	61	68	0	61	68	0	61	68	0.0	100.0	100.0
Grade 5	79	59	62	0	59	61	0	59	61	0.0	100.0	98.4
Grade 6	56	59	53	0	59	52	0	59	52	0.0	100.0	98.1
All Grades	297	257	264	0	256	262	0	256	262	0.0	99.6	99.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.	2459.		42.86	34.57		20.78	24.69		20.78	25.93		15.58	14.81
Grade 4		2509.	2518.		32.79	41.18		21.31	22.06		37.70	26.47		8.20	10.29
Grade 5		2519.	2481.		27.12	14.75		16.95	16.39		30.51	31.15		25.42	37.70
Grade 6		2534.	2511.		32.20	13.46		16.95	19.23		20.34	36.54		30.51	30.77
All Grades	N/A	N/A	N/A		34.38	27.48		19.14	20.99		26.95	29.39		19.53	22.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.45	39.51		38.96	45.68		15.58	14.81
Grade 4		32.79	45.59		49.18	35.29		18.03	19.12
Grade 5		27.12	9.84		49.15	42.62		23.73	47.54
Grade 6		25.42	13.46		44.07	53.85		30.51	32.69
All Grades		33.59	29.01		44.92	43.89		21.48	27.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.16	23.46		37.66	64.20		18.18	12.35
Grade 4		32.79	30.88		57.38	55.88		9.84	13.24
Grade 5		27.12	16.39		50.85	49.18		22.03	34.43
Grade 6		25.42	9.62		54.24	57.69		20.34	32.69
All Grades		33.20	20.99		49.22	57.25		17.58	21.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.56	32.10		50.65	54.32		7.79	13.58
Grade 4		27.87	38.24		65.57	52.94		6.56	8.82
Grade 5		22.03	13.11		52.54	65.57		25.42	21.31
Grade 6		16.95	15.38		62.71	73.08		20.34	11.54
All Grades		28.13	25.95		57.42	60.31		14.45	13.74

Conclusions based on this data:

1. Overall the percentage of students in grades 3 - 6 increased by 1.85% of students who are at or near standard.

2. The total number of students who scored at or above standard decreased by 6.49%.

3. Grade 4 showed an increase of students increasing above standards by 12.8%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	8	6	6
1	*	*	*	*	*	*	*	*	*	7	9	7
2	*	*	*	*	*	*	*	*	*	6	6	10
3	*	*	*	*	*	*	*	*	*	6	6	9
4	*	*	*	*	*	*	*	*	*	*	7	6
5	*	*	*	*	*	*	*	*	*	8	6	7
6	*	*	*	*	*	*	*	*	*	*	6	6
All Grades										39	46	51

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.51	26.09	17.65	35.90	32.61	39.22	28.21	30.43	25.49	15.38	10.87	17.65	39	46	51

Overall Language — Percentage of Students at Each Performance Level for All Students

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	54.35	31.37	46.15	19.57	41.18	12.82	21.74	11.76	7.69	4.35	15.69	39	46	51

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.95	13.04	11.76	10.26	28.26	23.53	43.59	26.09	37.25	28.21	32.61	27.45	39	46	51

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.03	34.78	33.33	46.15	60.87	52.94	12.82	4.35	13.73	39	46	51

| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.03	60.87	40.00	51.28	32.61	50.00	7.69	6.52	10.00	39	46	50

| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	19.57	13.73	48.72	39.13	50.98	35.90	41.30	35.29	39	46	51

| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	15.22	19.61	51.28	63.04	54.90	33.33	21.74	25.49	39	46	51

Conclusions based on this data:

1. Our total number of students tested has increased by 5.

2. The overall language performance of students in Level 3 increased from 36.61 to 39.22.

3. In the writing domain students who are Well Developed grew from 15.22% to 19.61%.

School and Student Performance Data

California School Dashboard
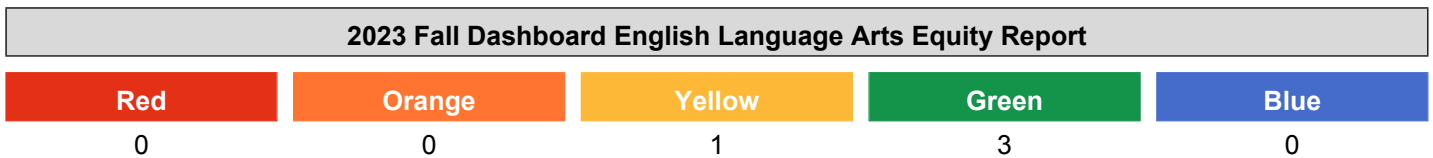## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
594	**41.4**	**8.9**	**0.2**
Total Number of Students enrolled in Murdock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	53	8.9
Foster Youth	1	0.2
Homeless	9	1.5
Socioeconomically Disadvantaged	246	41.4
Students with Disabilities	64	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	4
American Indian	1	0.2
Asian	11	1.9
Filipino	7	1.2
Hispanic	238	40.1
Two or More Races	73	12.3
White	240	40.4

Conclusions based on this data:

1. According to the 2022-2023 data, socioeconomically disadvantaged students make up 41.4% of the school's population.

2. According to the data, 8.9% of the total students enrolled are English Learners.

3. Students with disabilities make-up 10.8% of the total student enrollment.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Orange		

Conclusions based on this data:

1. English Learner progress is in the orange.

2. The suspension rate is in the orange.

3. ELA and math are in the green.

School and Student Performance Data

Academic Performance
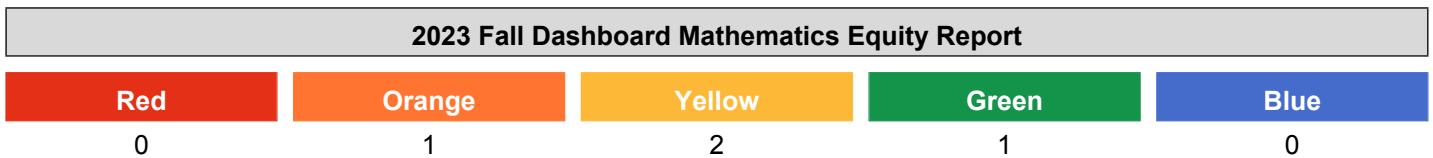### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	62.9 points below standard	No Performance Color
40 points above standard	Decreased Significantly -16 points	0 Students
Decreased -6.4 points	29 Students	
250 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Yellow
7 Students	11.7 points above standard	30.9 points below standard
	Increased +8 points	Increased +3.1 points
	113 Students	38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
19.8 points above standard Increased +8.8 points 13 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 15.4 points above standard Decreased -11.3 points 112 Students	52.5 points above standard Decreased -5.5 points 26 Students	Less than 11 Students 0 Students	Green 66.9 points above standard Decreased -8.1 points 92 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.3 points below standard Decreased Significantly -36.9 points 23 Students	Less than 11 Students 6 Students	53.1 points above standard Decreased -5.9 points 218 Students

Conclusions based on this data:

1. Based on the data, our current English Learners scored 101.3 points below standard compared to English Only who scored 53.1 points above standard.

2. Based on the data, our Students with disabilities scored 30.9 points below standard.

3. Based on the data, our Socioeconomically Disadvantaged scored in the green, 11.7 points above standard an increase of 8 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	102.9 points below standard	No Performance Color
0.5 points above standard	Decreased Significantly -24.5 points	0 Students
Decreased -12.1 points	29 Students	
250 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
7 Students	29 points below standard	51.6 points below standard
	Maintained +2.3 points	Increased +3.7 points
	113 Students	38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
14.1 points below standard Increased +6.2 points 13 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 20.8 points below standard Decreased -7.8 points 112 Students	13 points above standard Decreased -13.8 points 26 Students	Less than 11 Students 0 Students	Green 23 points above standard Decreased Significantly -23 points 92 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127 points below standard Decreased Significantly -31.8 points 23 Students	Less than 11 Students 6 Students	14 points above standard Decreased -11 points 218 Students

Conclusions based on this data:

1. Based on the data, all students scored .5 points above standard, which is a decline of 12.1 points.

2. Based on the data, our socioeconomically disadvantaged scored 29 points below standard in Math.

3. Based on the data, students with disabilities scored 51.6 points below standard in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
41.9% making progress towards English language proficiency
Number of EL Students: 43 Students
Performance Level: 2
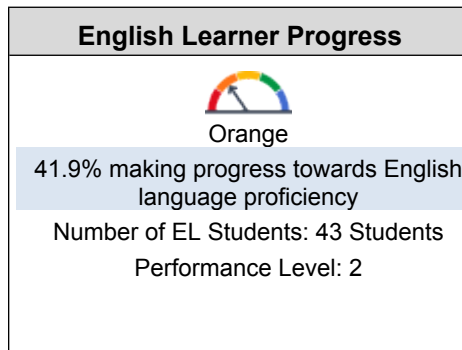
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	15	3	15

Conclusions based on this data:

1. 15 of our English Learners progressed at least one ELPI level.

2. 10 of our English Learners decreased one ELPI level.

3. 15 of our English Learners maintained ELPI level 1, 2L, 2H, 3L or 3H.

School and Student Performance Data

Academic Engagement
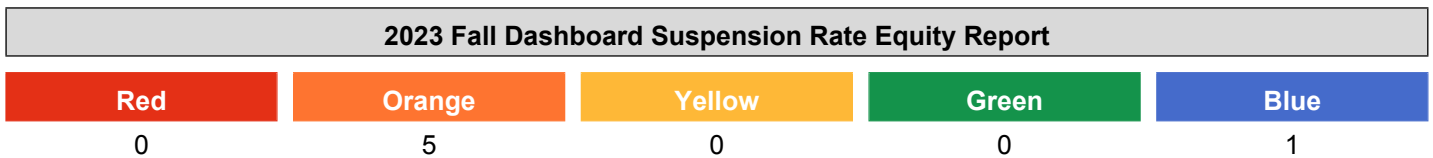### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
18.8% Chronically Absent	19.3% Chronically Absent	
Declined Significantly -4	Declined -21.1	2 Students
617 Students	57 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
52.9% Chronically Absent	Yellow	Yellow
0	29% Chronically Absent	18.4% Chronically Absent
17 Students	Declined Significantly -5.5	Declined -8.7
	259 Students	87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
25.9% Chronically Absent	Less than 11 Students	28.6% Chronically Absent	Less than 11 Students
Declined -8.7		0	
	1 Student		7 Students
27 Students		14 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Red	Less than 11 Students	Yellow
23% Chronically Absent	23.7% Chronically Absent		11.7% Chronically Absent
Declined Significantly -5.9	Increased 2.8	1 Student	Declined Significantly -4.1
244 Students	76 Students		247 Students

Conclusions based on this data:

1. Based on the data, our overall absenteeism rate has declined slightly from the previous year.

2. Based on the data, our students of two or more races increased by 23.7%.

3. Based on the data our Hispanic students declined significantly in absenteeism from the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
1.6% suspended at least one day	1.6% suspended at least one day	2 Students
Increased 1.1	Increased 1.6	
636 Students	61 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
5.9% suspended at least one day	Orange	Orange
17 Students	2.6% suspended at least one day	3.3% suspended at least one day
	Increased 1.4	Increased 3.3
	267 Students	91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
	1 Student		8 Students
Maintained 0		15 Students	
28 Students			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	Less than 11 Students	Orange
2.4% suspended at least one day	0% suspended at least one day	1 Student	1.6% suspended at least one day
Increased 2	Declined -1.5		Increased 1.2
251 Students	77 Students		255 Students

Conclusions based on this data:

1. Based on the data, suspension rates increased 1.1 points from the previous year.

2. Based on the data, there was an increase in suspensions with our Hispanic students.

3. Based on the data, there was an increase in suspensions with our students with disabilities.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 66% to 69% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 28% to 36% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 51% to 59% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 30% to 38% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 65% to 70% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 29% to 37% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 52% to 60% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 32% to 40% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Identified targeted area for the school year: Each and every LMSV student will improve their ability to read, understand and make meaning of grade level	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	Data days were effective for identifying students who needed additional support. 30 day goals were established as well as intervention plans.	Modify Better monitoring of these 30 day goals will ensure that students are progressing.

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA				
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and staff learning days will focus on powerful instructional practices, including but not limited to, literacy instruction, collaborative conversations, learning outcomes and success criteria, and data analysis. • Engagement in cycles of professional learning, which include training (identifying quality indictors), safe practice, peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle.			
	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective	In order to monitor progress, Murdock will: Participate in ILT walk through Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	With new PLCs this year, due to staffing changes, some PLCs are working more effectively than others.	Modify Provide additional professional learning on PLCs so that all staff have the same baseline.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching, training and support instructional growth within each grade level/classroom will occur.			
	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential	In order to monitor progress, Murdock will: Participate in ILT walk through Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	All teachers participated in district lead professional learning for two hours about literacy.	Modify Provide additional opportunities for peer observations next year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will participate in professional development to fortify ELA content knowledge and increase ELA instruction expertise.			
	We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA essential standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards. • All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the	In order to monitor progress, Murdock will: Participate in ILT walk through Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes Data days for analysis and planning after each iReady diagnostic to target identified students PLCs will utilize the Learning at Student Work protocol iReady data	The 30 day goals that were developed during the data days has informed and changed some practices. We still have work that needs to be done in this area.	Modify Additional peer observations to highlight the small group successes.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with the teacher for small group reading daily. Progress will be monitored using Literably. • Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. • SBAC, District benchmark data, and I-Ready will be analyzed by Principal, Support Staff and grade level PLCs to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment and I-ready assessment. Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	system within each grade level/classroom. • Teachers will be given release time at least once during the school year to analyze data, plan quality instruction and interventions for WINN (What I Need Now) time based on students' needs.			
	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD. • Select teachers will work with District Learning Support	In order to monitor progress, Murdock will: Participate in ILT walk through Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes Provide additional professional learning that addresses the needs of our Multilingual learners iReady data	Monitor the iReady status of our Multilingual Learners to track progress. Staff were offered the opportunity for two hours of professional learning with a district expert on ELD.	Modify Provide additional professional learning for staff about how to support our Multilingual Learners.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. - Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. - Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention. - CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition in the Instruction and Data Support teacher (IDST) will work with staff to examine data, set goals for students and create effective intervention strategies for student success.			
	We will continue to develop a comprehensive service model to meet the needs of our	In order to monitor progress, Murdock will: Participate in ILT walk through	Continue to monitor IEP goals and progress.	Modify

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	students with disabilities through Specialized Academic Instruction (SAI). - SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. - SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. - SBAC and District benchmark data will be analyzed by the Principal, Support Staff and grade level PLCs to determine placement in intensive intervention program. - Data will be analyzed to determine placement in intervention (less than two years below grade level. - Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).	Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes Data days for analysis and planning after each iReady diagnostic to target identified students PLCs will utilize the Learning at Student Work protocol iReady data	Continue to monitor iReady results and progress. SAI teachers were able to participate in data days with their grade level teams.	Strengthening PLC work between General Education and Special Education teams.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Nothing was budgeted and the plan was implemented as intended.

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

We will continue with the modifications noted above.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 54% to 57% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 20% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 33% to 41% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 27% to 35% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 45% to 48% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% to 25% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 32% to 40%(minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 29% to 37% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning,"inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning." • Staff meetings and staff learning days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	Data days were effective for identifying students who needed additional support. 30 day goals were established as well as intervention plans.	Modify Better monitoring of these 30 day goals will ensure that students are progressing.

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA				
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	(hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking). • Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying based on components of the cycle.			
	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	With new PLCs this year, due to staffing changes, some PLCs are working more effectively than others.	Modify Provide additional professional learning on PLCs so that all staff have the same baseline.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching, training and support instructional growth within each grade level/classroom.			
	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data		Modify Provide additional opportunities for peer observations next year.

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.			
	We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards. • Teachers will utilize strategies and resources, to ensure centers and/or independent work during small-group rotations are rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. • SBAC, District benchmark data, and i-Ready will be analyzed by Principal, Support Staff and grade level PLCs to	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	The 30 day goals that were developed during the data days has informed and changed some practices. We still have work that needs to be done in this area.	Modify

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment and I-ready assessment. Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom. • Teachers will be given release time at least once during the school year to analyze data, plan quality instruction and interventions for WIN (What I Need) time based on students' needs. • Site will consider funding one Site Substitute Teacher two days a week, based on funding, to provide release time to teachers so they can work with student groups to increase math skills.			
	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level	In order to monitor progress, Murdock will: Participate in ILT walk throughs Strategically plan staff meetings Provide opportunities for peer observations	Monitor the iReady status of our Multilingual Learners to track progress. Staff were offered the opportunity for two hours of professional	Modify To ensure that all of our multilingual learners are progressing we will specifically focus on

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD. • Select teachers will work with District Learning Support Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative	Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes iReady data	learning with a district expert on ELD.	them during our data days next year.

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention. • CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition in the Instruction and Data Support teacher (IDS) will work with staff to examine data, set goals for students and create effective intervention strategies for student success.			
	We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC and District benchmark data will be analyzed by the Principal, Support Staff and	In order to monitor progress, Murdock will: Participate in ILT walk through Strategically plan staff meetings Provide opportunities for peer observations Provide coverage so that the IDS teacher can coach classroom teachers. Monitor PLC notes Data days for analysis and planning after each iReady diagnostic to target identified students PLCs will utilize the Learning at Student Work protocol iReady data	Continue to monitor IEP goals and progress. Continue to monitor iReady results and progress. SAI teachers were able to participate in data days with their grade level teams.	Modify Strengthen PLC work between general education and SAI teachers.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	grade level PLCs to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level. • Students preforming below grade level in math will receive daily-targeted math instruction in small groups to address their assessed needs.			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Nothing was budgeted and the plan was implemented as intended.

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

We will continue with the modifications noted above.

Goal #3

The percentage of students who are chronically absent from school will decrease by 1% each year.

The percentage of students who are identify as multiple races/two or more and are chronically absent from school will decrease by 5% each year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Consistent Attendance - Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. - Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). - Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. - Work with Student Supports and school Social Worker (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to	Reports from Aeries and SSRS will be used to track data related to absences. School Social Worker will design plans to reengage families with school. Home visits will be scheduled to reengage families.	The data has been provided and some of the monitoring has been implemented. Additional time needs to be set aside and dedicated to designing a plan for the tiered interventions.	Modify Plan for offsite meetings with School Social Worker and Attendance team to establish a plan for students who are chronically absent.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	absences offering resources when and if appropriate. • Put systems in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format. • The district will fund a full time Social Worker.			
	The School Social Worker, teacher and Principal will work together to identify who these students are and address any absences that arise immediately.	Reports from Aeries and SSRS will be used to track data related to absences. School Social Worker will design plans to reengage families with school. Home visits will be scheduled to reengage families.	The data has been provided and some of the monitoring has been implemented. Additional time needs to be set aside and dedicated to designing a plan for the tiered interventions.	Modify Plan for offsite meetings with School Social Worker and Attendance team to establish a plan for students who are chronically absent.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Nothing was budgeted and the plan was implemented as intended.

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

We will continue our metric to monitor two or more races.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.31% to .5% (minimum of .5%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Character Education - Continue implementing anti-bullying programs - Implementation of Harmony SEL (formerly Sanford Harmony Social-Emotional learning program) to be utilized in all classrooms. - Utilization of School Link for referrals to district's partner organizations for interventions and support. - Whole class and small group lessons provided by our school Social Worker (School Support Liaison) and classroom teachers.	We will monitor this in the following ways: Monitor suspension data Review PBIS data Monitor classroom schedules	All classroom teachers are implementing weekly Second Step, the LMSVSD SEL curriculum.	Modify Debrief the implementation of the Second Step curriculum with the ILT in order to plan for the upcoming school year.
	Restorative Practices Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.	We will monitor this in the following ways: Monitor suspension data Review PBIS data	PBIS has not been fully implemented but we have introduced CHAMPS to all students. Campus attendants have had the opportunity to be trained in restorative practices.	Modify Establish a PBIS team that is able to meet more frequently to evaluate data.

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA				
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	• Work with staff to establish a climate with an understanding of trauma-informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. The district will fund a full time Social Worker. • Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students. • Establishment of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors.			
	Parent Partnerships & Communication • Hold a variety of parent events establishing relationships with school staff. • Work with District staff to determine and implement best practices in parent education. • Place parent education on agendas for SSC, PTA, and ELAC meeting dates in	Families are encouraged to participate in all school events and activities. Communication between home and school is varied and multiple staff have input on how best to communicate with families.	The S'More newsletter and Dojo allow the school to track interactions with families.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	early Fall of the new school year. • Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. • Utilize parent information systems such as Blackboard Connect, Class Dojo, school website, and social media to establish consistent communication with families. • Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Nothing was budgeted and the plan was implemented as intended.

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

We will continue our monitoring of this goal using the metrics described above.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 66% to 70%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 32% to 40%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 54% to 60%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 25% to 30%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 67% to 75%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 32% to 40%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 52% to 60%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 29% to 37%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of English Learners scoring at or above grade level on iReady was 32% which is 35% lower than the percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA).
The percentage of students with disabilities scoring at or above grade level on iReady was 29% which is 38% lower than the percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA).

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - 66% English Learners, Grades 3-6 - 32% Socioeconomically Disadvantaged Students, Grades 3-6 - 54% Students with Disabilities, Grades 3-6 - 25%	ALL students, of testing age 70% English Learners, of testing age - 40% Socioeconomically Disadvantaged Students, of testing age - 60% Students with Disabilities, of testing age - 30%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 65% English Learners - 29% Socioeconomically Disadvantaged Students - 52% Students with Disabilities - 32%	ALL students - xx% English Learners - xx% Socioeconomically Disadvantaged Students - xx% Students with Disabilities - xx%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Identified targeted area for the school year: Each and every LMSV student will improve their ability to read, understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and staff learning days will focus on powerful instructional practices, including but not limited to, literacy instruction, collaborative conversations, learning outcomes and success criteria, and data analysis. • Engagement in cycles of professional learning, which include training (identifying quality indictors), safe practice, peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle.	All students	

1.2	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching, training and support instructional growth within each grade level/classroom will occur.	All Students	
1.3	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will participate in professional development to fortify ELA content knowledge and increase ELA instruction expertise.	All Students	
1.4	We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA essential standards. • Grade-level teams will plan and implement Tier 2 interventions for	All students	

	students not mastering essential ELA standards. • All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with the teacher for small group reading daily. Progress will be monitored using Literably. • Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. • SBAC, District benchmark data, and I-Ready will be analyzed by Principal, Support Staff and grade level PLCs to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment and I-ready assessment. Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom. • Teachers will be given release time at least once during the school year to analyze data, plan quality instruction and interventions for WINN (What I Need Now) time based on students' needs.			
1.5	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD. • Select teachers will work with District Learning Support Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.	English Learners		

	• Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention. • CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition in the Instruction and Data Support teacher (IDST) will work with staff to examine data, set goals for students and create effective intervention strategies for student success.		
1.6	We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC and District benchmark data will be analyzed by the Principal, Support Staff and grade level PLCs to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level. • Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).	Students with disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Math
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 53% to 60%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 11% to 20%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 32% to 40%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 21% to 30%.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 46% to 55%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 16% to 30%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 32% to 40%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 28% to 35%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of English Learners scoring at or above grade level on iReady was 16% which is 37% lower than the percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (Math).
The percentage of students with disabilities scoring at or above grade level on iReady was 28% which is 25% lower than the percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (Math).

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - 53% English Learners, Grades 3-6 - 11% Socioeconomically Disadvantaged Students, Grades 3-6 - 32% Students with Disabilities, Grades 3-6 - 21%	ALL students of testing age, 60% English Learners, of testing age - 20% Socioeconomically Disadvantaged Students of testing age- 40% Students with Disabilities of testing age - 30%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	ALL students - 46% English Learners - 16% Socioeconomically Disadvantaged Students - 32% Students with Disabilities - 28%	ALL students of testing age - 55% English Learners - 30% Socioeconomically Disadvantaged Students - 40% Students with Disabilities - 35%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning,"inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning." • Staff meetings and staff learning days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives (hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking). • Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying based on components of the cycle.	All students	
2.2	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.	All students	

	Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching, training and support instructional growth within each grade level/classroom.		
2.3	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.	All students	
2.4	We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards. • Teachers will utilize strategies and resources, to ensure centers and/or independent work during small-group rotations are rigorous, standards-	All students	

		aligned, and appropriately differentiated to ensure meaningful engagement. • SBAC, District benchmark data, and i-Ready will be analyzed by Principal, Support Staff and grade level PLCs to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment and I-ready assessment. Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom. • Teachers will be given release time at least once during the school year to analyze data, plan quality instruction and interventions for WIN (What I Need) time based on students' needs. • Site will consider funding one Site Substitute Teacher two days a week, based on funding, to provide release time to teachers so they can work with student groups to increase math skills.		
2.5	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD. • Select teachers will work with District Learning Support Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention.	English learners		

	• CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition in the Instruction and Data Support teacher (IDS) will work with staff to examine data, set goals for students and create effective intervention strategies for student success.		
2.6	We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC and District benchmark data will be analyzed by the Principal, Support Staff and grade level PLCs to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level. • Students preforming below grade level in math will receive daily-targeted math instruction in small groups to address their assessed needs.	Students with disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Engagement**
> The percentage of students who are chronically absent from school will decrease by 1% each year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The average chronic absenteeism rate for Black or African American students was 34% which is 11% higher than the percentage of all students.
> The average chronic absenteeism rate for Black or Hispanic students was 27% which is 4% higher than the percentage of all students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 23%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 5% to 18%.
Rate of Chronic Absenteeism	In 2023-2024, our rate of chronic absenteeism for students of two or more races was 15.38%	In 2024-2025, we will reduce the rate of chronic absenteeism for students of two or more races by 5% to 10.38%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Consistent Attendance • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with	All Students	

	families and students and stresses the importance of everyday attendance. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports and school Social Worker (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Put systems in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format. • The district will fund a full time Social Worker.			
3.2	The School Social Worker, teacher and Principal will work together to identify who these students are and address any absences that arise immediately.	Students who identify as as multiple races/two or more races.		

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture
Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate 80.65%
Growth Mindset 66.68%
Self-Management 59.91%
Self-Efficacy 57.45%
Social Awareness 66.58%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 87%
Sense of Community 83%
Sense of Safety 78%

The number of students suspended will decrease from 1.84% to 1%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of students who responded favorably in the domain of Self-Efficacy was 57.45%, the lowest of the domains.
The percentage of parents who responded favorably in the domain of school safety was 78%, the lowest of the domains.
Decreasing the suspension rate for all students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate 80.65% Growth Mindset 66.68% Self-Management 59.91% Self-Efficacy 57.45% Social Awareness 66.58%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate 83% Growth Mindset 70% Self-Management 65% Self-Efficacy 65% Social Awareness 70%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning 87% Sense of Community 83% Sense of Safety 78%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning 90% Sense of Community 85% Sense of Safety 80%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.84%.	The percentage of students suspended will decrease to 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Character Education • Continue implementing anti-bullying programs • Implementation of Harmony SEL (formerly Sanford Harmony Social-Emotional learning program) to be utilized in all classrooms. • Utilization of School Link for referrals to district's partner organizations for interventions and support. • Whole class and small group lessons provided by our school Social Worker (School Support Liaison) and classroom teachers.	All students	
4.2	Restorative Practices • Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc. • Work with staff to establish a climate with an understanding of trauma-informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is	All students	

	accountability and opportunity to make amends and repair harm. The district will fund a full time Social Worker. • Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students. • Establishment of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors.			
4.3	Parent Partnerships & Communication • Hold a variety of parent events establishing relationships with school staff. • Work with District staff to determine and implement best practices in parent education. • Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. • Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. • Utilize parent information systems such as Blackboard Connect, Class Dojo, school website, and social media to establish consistent communication with families. • Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.	All students		

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

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

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Meghann Young	Principal
Christina Benjamin	Classroom Teacher
Cielie Lopez	Other School Staff
Laura Weiner	Classroom Teacher
Amie Becker	Parent or Community Member
Eddie Culver	Parent or Community Member
Jessica Niebrugge	Parent or Community Member
Prerna Slattery	Parent or Community Member
Jennifer Whitton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2024.

Attested:

	Principal, Meghann Young on May 13, 2024
	SSC Chairperson, Christina Benjamin on May 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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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