



**Office of the Superintendent**

**DATE:** May 2<sup>nd</sup>, 2024

**AGENDA TOPICS:** School Plan for Student Achievement (SPSA)

**PRESENTER:** Scott J. Booth

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**BACKGROUND INFORMATION:**

California *Education Code* 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). As such, those schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI); are required to develop a SPSA.

**Plan Requirements:**

- A comprehensive needs assessment,
- Identification of the process for evaluating and monitoring the implementation of the School Plan of the SPSA and progress towards accomplishing the goals,
- Include stakeholders in the development of the SPSA,
- Goals to improve student outcomes, including addressing the needs of student groups,
- Evidence-based strategies, actions and services, and
- Proposed expenditures.

**RECOMMENDATION:**

**School Accountability Report Cards**

Approve the annual update of the School Plan for Student Achievement for Murdock Elementary School

**Thank you!**



School Year: **2024-25**



# 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	11-62661-6007603	April 26, 2023	May 4, 2023

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 the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Murdock Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Based on local and state data, Murdock Elementary School will meet ESSA requirements in alignment with the LCAP by:

Goal 1- Establish a High Performing District Culture with Quality Teaching and Learning.

Goal 2- All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences.

Goal 3- The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to increase engagement.

Murdock Elementary will continue to use state and local assessments including DIBELS and NWEA MAP Growth to modify instruction and improve student achievement through implementing MTSS as well as provide opportunities for collaboration for teachers to analyze and interpret assessment data as indicated in the LCAP. Murdock Elementary School will provide Professional Development for staff/teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Murdock will provide instructional aides for classroom support, intervention using IMSE and Number Sense for math, and counseling services for students.

Murdock Elementary has exited from Additional Targeted Support and Improvement (ATSI), with our English Learners (EL) and Students with Disabilities (SWD) having high rates of chronic absenteeism and very low rates in performance indicators on SBAC ELA and Math assessments; However, Murdock Elementary School will continue to monitor these subgroups.

# Educational Partner Involvement

How, when, and with whom did 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

The School Plan for Student Achievement is annually reviewed by the following subgroup:

The School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide Murdock the direction for the following school year.

The English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance. The ELAC and SSC parents were informed about Murdock exiting ATSI and discussed data, inequities, and the use of evidence based interventions targeted at improving achievement for EL's. In addition, in consultation with the SELPA we addressed the resource inequities for students with disabilities.

# 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.

Murdock Elementary School was identified for ATSI but has since exited. One resource inequity we had identified through CASPP and our local assessment data with DIBELS and Number sense screeners. This data shows Murdock EL and SWDs are not performing to the level of their counterparts. To address this, we will continue to monitor our math and ELA and math intervention groupings. In addition we have increased time in designated ELD for 4th and 5th grade EL students. Another resource inequity identified with our local assessment data shows our students with disabilities also performing below their counterparts without disabilities. To address students with disabilities Murdock will ensure the

correct tier 2 or 3 intervention is put in place. By relying on data points settings reviewed by a school team lead by the counselor. Tier 2 would take place in the general intervention program and tier 3 by the Special Education program. To address the chronic absenteeism, Murdock is calling home daily for attendance and using AERIES analytics to identify chronically absent students for EL's and SWDs.

Murdock shares two Bilingual Parent Liaisons with the other two schools in the District , they are establishing effective communication between home and school and improving community outreach for parents and families.

## 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.

English Language Arts performance is an area of focus at Murdock Elementary School based on the California Dashboard. Specific attention is noted for three subgroups: English Learners, Hispanic, and Socioeconomically Disadvantaged.

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.

There are no student groups performing two or more performance levels below the "all student" performance. However, the English Learners, Hispanic, and Socioeconomically disadvantaged are performing in the red level.

### Other Needs

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

White and Socioeconomically Disadvantaged students are performing at the orange level in mathematics.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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	2.9%	2.71%	2.99%	17	16	18
African American	0.3%	0.85%	0.66%	2	5	4
Asian	4.5%	4.91%	3.16%	26	29	19
Filipino	%	%	0.33%			2
Hispanic/Latino	53.7%	51.78%	51.33%	312	306	309
Pacific Islander	0.2%	0.17%	0.17%	1	1	1
White	34.8%	36.55%	38.04%	202	216	229
Multiple/No Response	2.4%	2.37%	2.82%	14	14	17
<b>Total Enrollment</b>				581	591	602

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	93	111
Grade 1	108	84	86
Grade 2	92	122	89
Grade 3	100	96	125
Grade 4	102	100	95
Grade 5	87	96	96
<b>Total Enrollment</b>	581	591	602

#### Conclusions based on this data:

1. Murdock's overall enrollment shows a slight increase.
2. There is a significant increase in the Kindergarten enrollment due to the addition of TK sections.
3. There is a bubble of students currently in 4rd grade. Approximately 30 students more than any other grade level.

# 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)	189	184	183	32.50%	31.1%	30.4%
Fluent English Proficient (FEP)	48	40	34	8.30%	6.8%	5.6%
Reclassified Fluent English Proficient (RFEP)	5	7	17	2.6%	3.8%	9.29%

### Conclusions based on this data:

1. Our EL population has slightly declined.
2. The RFEP numbers were very low at 2.6% and 3.8%. However we had a significant increase to 9.29%
3. The FEP numbers have declined significantly.



# 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 Scores			% of Enrolled 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
Grade 3	100	93	132	88	84	127	86	84	127	88.0	90.3	96.2
Grade 4	97	98	97	95	93	93	95	93	93	97.9	94.9	95.9
Grade 5	82	95	98	77	92	95	77	92	95	93.9	96.8	96.9
All Grades	279	286	327	260	269	315	258	269	315	93.2	94.1	96.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2356.	2342.	2331.	6.98	2.38	3.94	6.98	5.95	8.66	27.91	30.95	18.11	58.14	60.71	69.29
Grade 4	2396.	2409.	2394.	2.11	9.68	6.45	20.00	19.35	16.13	17.89	21.51	25.81	60.00	49.46	51.61
Grade 5	2454.	2425.	2418.	11.69	6.52	3.16	19.48	10.87	12.63	18.18	22.83	17.89	50.65	59.78	66.32
All Grades	N/A	N/A	N/A	6.59	6.32	4.44	15.50	12.27	12.06	21.32	24.91	20.32	56.59	56.51	63.17

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.49	3.57	3.94	50.00	55.95	47.24	46.51	40.48	48.82
<b>Grade 4</b>	4.21	10.75	3.23	64.21	50.54	63.44	31.58	38.71	33.33
<b>Grade 5</b>	12.99	9.78	5.26	58.44	57.61	52.63	28.57	32.61	42.11
<b>All Grades</b>	6.59	8.18	4.13	57.75	54.65	53.65	35.66	37.17	42.22

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	2.38	0.00	2.36	46.43	41.46	27.56	51.19	58.54	70.08
<b>Grade 4</b>	3.23	6.45	3.23	55.91	46.24	52.69	40.86	47.31	44.09
<b>Grade 5</b>	5.19	4.35	3.16	50.65	44.57	41.05	44.16	51.09	55.79
<b>All Grades</b>	3.54	3.75	2.86	51.18	44.19	39.05	45.28	52.06	58.10

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	4.65	3.57	4.72	65.12	67.86	65.35	30.23	28.57	29.92
<b>Grade 4</b>	4.21	9.68	5.38	65.26	64.52	66.67	30.53	25.81	27.96
<b>Grade 5</b>	9.09	9.78	7.37	76.62	67.39	65.26	14.29	22.83	27.37
<b>All Grades</b>	5.81	7.81	5.71	68.60	66.54	65.71	25.58	25.65	28.57

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	4.65	2.38	2.36	63.95	63.10	50.39	31.40	34.52	47.24
<b>Grade 4</b>	7.37	8.60	4.30	64.21	62.37	65.59	28.42	29.03	30.11
<b>Grade 5</b>	14.29	4.35	5.26	58.44	46.74	55.79	27.27	48.91	38.95
<b>All Grades</b>	8.53	5.20	3.81	62.40	57.25	56.51	29.07	37.55	39.68

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**Conclusions based on this data:**

1. Writing and Reading should continue to be an area of focus for growth due to having a large percentage below standard.
2. Most ELA scores are flat or declining. Scores tend to increase from 3rd to 4th to 5th grade.
3. Listening is an area with better scores compared to the other categories with over 71% at, near, or above standard.



# 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 Scores			% of Enrolled 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
Grade 3	100	93	131	88	85	127	88	84	127	88.0	91.4	96.9
Grade 4	97	98	97	93	93	93	93	93	93	95.9	94.9	95.9
Grade 5	82	95	98	76	92	95	76	92	95	92.7	96.8	96.9
All Grades	279	286	326	257	270	315	257	269	315	92.1	94.4	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2365.	2368.	2354.	2.27	2.38	3.94	15.91	17.86	11.81	28.41	26.19	22.05	53.41	53.57	62.20
Grade 4	2421.	2431.	2419.	4.30	3.23	5.38	11.83	18.28	22.58	41.94	41.94	25.81	41.94	36.56	46.24
Grade 5	2448.	2421.	2440.	6.58	4.35	4.21	7.89	5.43	7.37	31.58	26.09	28.42	53.95	64.13	60.00
All Grades	N/A	N/A	N/A	4.28	3.35	4.44	12.06	13.75	13.65	34.24	31.60	25.08	49.42	51.30	56.83

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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	6.82	4.76	7.14	38.64	48.81	42.06	54.55	46.43	50.79
Grade 4	9.68	10.75	6.45	39.78	52.69	41.94	50.54	36.56	51.61
Grade 5	7.89	4.35	3.16	38.16	40.22	40.00	53.95	55.43	56.84
All Grades	8.17	6.69	5.73	38.91	47.21	41.40	52.92	46.10	52.87

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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	2.27	3.57	5.51	47.73	51.19	35.43	50.00	45.24	59.06
Grade 4	8.60	7.53	7.53	38.71	48.39	41.94	52.69	44.09	50.54
Grade 5	6.58	2.17	2.11	47.37	38.04	47.37	46.05	59.78	50.53
All Grades	5.84	4.46	5.08	44.36	45.72	40.95	49.81	49.81	53.97

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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	3.41	1.19	0.79	67.05	63.10	50.39	29.55	35.71	48.82
Grade 4	7.53	2.15	9.68	51.61	59.14	51.61	40.86	38.71	38.71
Grade 5	3.95	4.35	5.26	55.26	45.65	50.53	40.79	50.00	44.21
All Grades	5.06	2.60	4.76	57.98	55.76	50.79	36.96	41.64	44.44

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Communicating and reasoning shows an increase in the above standard achievement.
2. Overall, there is a very slight increase in standards met or exceeded.
3. Overall it is nearly a flatline.

# 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 \(ELPAC\)](http://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](http://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1408.7	1392.3	1404.5	1414.0	1403.8	1408.9	1396.0	1365.1	1393.7	29	28	26
1	1413.5	1426.5	1435.2	1431.1	1449.8	1444.7	1395.4	1402.8	1425.3	38	26	22
2	1463.2	1456.5	1461.8	1464.4	1469.0	1476.5	1461.3	1443.4	1446.8	26	44	24
3	1467.6	1475.8	1472.4	1473.4	1475.1	1485.2	1461.4	1476.3	1459.2	34	28	45
4	1487.4	1491.5	1507.8	1487.8	1498.9	1518.2	1486.7	1483.7	1497.0	32	34	26
5	1510.0	1517.6	1520.3	1509.6	1522.6	1529.7	1509.9	1512.0	1510.4	20	27	35
All Grades										179	187	178

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	6.90	0.00	15.38	31.03	18.52	11.54	34.48	59.26	53.85	27.59	22.22	19.23	29	27	26
1	0.00	3.85	4.55	10.53	7.69	13.64	42.11	65.38	63.64	47.37	23.08	18.18	38	26	22
2	3.85	4.55	4.17	42.31	31.82	41.67	38.46	50.00	33.33	15.38	13.64	20.83	26	44	24
3	2.94	10.71	4.44	26.47	28.57	33.33	44.12	39.29	35.56	26.47	21.43	26.67	34	28	45
4	12.50	2.94	11.54	31.25	38.24	46.15	50.00	44.12	26.92	6.25	14.71	15.38	32	34	26
5	5.00	7.41	14.29	45.00	40.74	40.00	45.00	48.15	37.14	5.00	3.70	8.57	20	27	35
All Grades	5.03	4.84	8.99	29.05	28.49	32.02	42.46	50.54	40.45	23.46	16.13	18.54	179	186	178

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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	3.45	0.00	11.54	34.48	25.93	19.23	37.93	55.56	46.15	24.14	18.52	23.08	29	27	26
1	7.89	3.85	4.55	31.58	42.31	40.91	26.32	50.00	40.91	34.21	3.85	13.64	38	26	22
2	11.54	22.73	29.17	46.15	31.82	41.67	30.77	38.64	25.00	11.54	6.82	4.17	26	44	24
3	17.65	17.86	33.33	52.94	32.14	33.33	11.76	32.14	17.78	17.65	17.86	15.56	34	28	45
4	28.13	32.35	50.00	46.88	38.24	34.62	12.50	23.53	15.38	12.50	5.88	0.00	32	34	26
5	20.00	40.74	42.86	60.00	48.15	37.14	20.00	7.41	17.14	0.00	3.70	2.86	20	27	35
All Grades	14.53	20.43	30.34	44.13	36.02	34.27	22.91	34.41	25.28	18.44	9.14	10.11	179	186	178

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.90	0.00	7.69	20.69	18.52	19.23	55.17	48.15	38.46	17.24	33.33	34.62	29	27	26
1	0.00	3.85	4.55	5.26	0.00	9.09	31.58	19.23	31.82	63.16	76.92	54.55	38	26	22
2	3.85	0.00	0.00	19.23	18.18	29.17	46.15	40.91	29.17	30.77	40.91	41.67	26	44	24
3	2.94	3.57	0.00	2.94	14.29	6.67	38.24	42.86	42.22	55.88	39.29	51.11	34	28	45
4	3.13	0.00	0.00	12.50	17.65	34.62	46.88	32.35	30.77	37.50	50.00	34.62	32	34	26
5	0.00	3.70	0.00	15.00	11.11	14.29	55.00	51.85	48.57	30.00	33.33	37.14	20	27	35
All Grades	2.79	1.61	1.69	11.73	13.98	17.42	44.13	39.25	38.20	41.34	45.16	42.70	179	186	178

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.34	0.00	11.54	68.97	81.48	69.23	20.69	18.52	19.23	29	27	26
1	13.16	7.69	18.18	68.42	92.31	68.18	18.42	0.00	13.64	38	26	22
2	0.00	20.45	29.17	88.46	70.45	66.67	11.54	9.09	4.17	26	44	24
3	17.65	25.00	4.44	61.76	57.14	75.56	20.59	17.86	20.00	34	28	45
4	34.38	26.47	42.31	59.38	70.59	50.00	6.25	2.94	7.69	32	34	26
5	10.00	14.81	20.00	80.00	74.07	62.86	10.00	11.11	17.14	20	27	35
All Grades	15.08	16.67	19.10	69.83	73.66	66.29	15.08	9.68	14.61	179	186	178

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	24.14	0.00	8.00	37.93	77.78	60.00	37.93	22.22	32.00	29	27	25
1	13.16	7.69	18.18	52.63	76.92	59.09	34.21	15.38	22.73	38	26	22
2	23.08	18.18	37.50	65.38	68.18	50.00	11.54	13.64	12.50	26	44	24
3	38.24	25.00	46.67	50.00	53.57	31.11	11.76	21.43	22.22	34	28	45
4	37.50	44.12	50.00	50.00	47.06	50.00	12.50	8.82	0.00	32	34	26
5	55.00	81.48	62.86	35.00	14.81	31.43	10.00	3.70	5.71	20	27	35
All Grades	30.17	29.03	40.11	49.16	56.99	44.07	20.67	13.98	15.82	179	186	177

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.90	0.00	11.54	72.41	76.00	69.23	20.69	24.00	19.23	29	25	26
1	0.00	4.17	9.09	24.32	4.17	13.64	75.68	91.67	77.27	37	24	22
2	7.69	0.00	12.50	65.38	52.27	45.83	26.92	47.73	41.67	26	44	24
3	2.94	0.00	0.00	26.47	39.29	37.78	70.59	60.71	62.22	34	28	45
4	0.00	0.00	0.00	62.50	44.12	57.69	37.50	55.88	42.31	32	34	26
5	10.00	3.70	2.86	50.00	51.85	48.57	40.00	44.44	48.57	20	27	35
All Grades	3.93	1.10	5.06	48.31	45.60	45.51	47.75	53.30	49.44	178	182	178

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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
<b>K</b>	27.59	14.81	28.00	51.72	48.15	28.00	20.69	37.04	44.00	29	27	25
<b>1</b>	0.00	3.85	4.55	34.21	73.08	81.82	65.79	23.08	13.64	38	26	22
<b>2</b>	8.00	4.55	4.17	64.00	61.36	83.33	28.00	34.09	12.50	25	44	24
<b>3</b>	0.00	10.71	2.22	58.82	67.86	62.22	41.18	21.43	35.56	34	28	45
<b>4</b>	3.13	2.94	15.38	68.75	64.71	61.54	28.13	32.35	23.08	32	34	26
<b>5</b>	0.00	3.70	8.57	90.00	81.48	80.00	10.00	14.81	11.43	20	27	35
<b>All Grades</b>	6.18	6.45	9.60	58.43	65.59	66.10	35.39	27.96	24.29	178	186	177

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Students are mostly scoring in level 2.
2. Students show higher scores higher in oral language/speaking.
3. Overall, there are fewer students scoring 1 and 2 and more scoring 3 and 4.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>602</b>	<b>81.9%</b>	<b>30.4%</b>	<b>0.2%</b>
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	183	30.4%
Foster Youth	1	0.2%
Homeless	4	0.7
Socioeconomically Disadvantaged	493	81.9%
Students with Disabilities	60	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	18	3
Asian	19	3.2
Filipino	2	0.3
Hispanic	309	51.3
Two or More Races	17	2.8
Pacific Islander	1	0.2
White	229	38

**Conclusions based on this data:**

1. About 81.9% of MES students are socioeconomically disadvantaged.
2. The largest ethnic population at MES is Hispanic followed by White.
3. About .7% of MES' population is homeless and .2% are in foster care.

# School and Student Performance Data

## Overall Performance

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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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."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. MES suspension was at low (Green) Status Level.
2. MES is Very Low in ELA .
3. MES is medium in Chronic Absenteeism.



# School and Student Performance Data

## Academic Performance English Language Arts

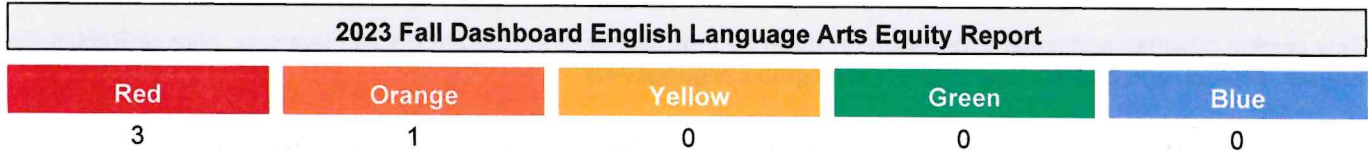
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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."






This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Red</p> <p>90.1 points below standard Decreased -13.7 points</p> <p>296 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>119.1 points below standard Decreased Significantly -25.3 points</p> <p>108 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>96.7 points below standard Decreased -14.7 points</p> <p>248 Students</p>	<p><b>Students with Disabilities</b></p> <p>114.2 points below standard Maintained -0.1 points</p> <p>32 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  7 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 104.3 points below standard Decreased Significantly - 15.6 points 157 Students	63.8 points below standard 14 Students	Less than 11 Students  1 Student	 Orange 69.7 points below standard Decreased -13.3 points 106 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
131.7 points below standard Decreased -14.9 points  96 Students	18.8 points below standard Maintained +2.6 points  12 Students	72.2 points below standard Decreased -7.2 points  175 Students

**Conclusions based on this data:**

- MES is Very Low in ELA Overall, with English Learners, Hispanic, and Socioeconomically Disadvantaged.
- Reclassified English Learners were the closest to standard as compared to Current English Learners and English Only.
- MES does not have any subgroups in the Medium, High, or Very High categories.

# School and Student Performance Data

## Academic Performance Mathematics

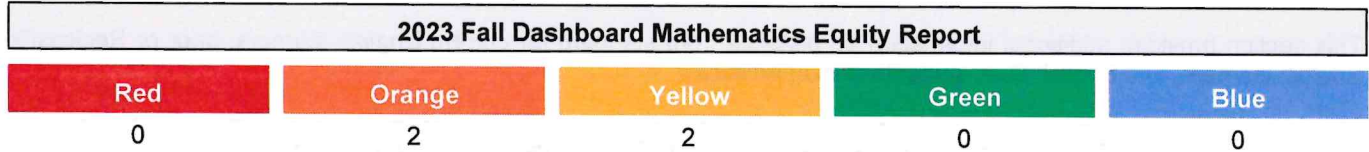
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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




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."



This section provides number of student groups in each level.





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		
<p><b>All Students</b></p>  <p>Orange</p> <p>80.4 points below standard</p> <p>Decreased -3.1 points</p> <p>297 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>94.7 points below standard</p> <p>Increased +4.1 points</p> <p>108 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>87.1 points below standard</p> <p>Decreased -3.3 points</p> <p>249 Students</p>	<p><b>Students with Disabilities</b></p> <p>123.1 points below standard</p> <p>Decreased -7.1 points</p> <p>32 Students</p>



**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  7 Students	Less than 11 Students  9 Students	Less than 11 Students  0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 90.9 points below standard Increased +4.4 points 157 Students	71.4 points below standard 14 Students	Less than 11 Students  1 Student	 Orange 63.5 points below standard Decreased -10.7 points 107 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
103.8 points below standard Increased +9.4 points  96 Students	21.9 points below standard Increased Significantly +41.4 points  12 Students	71.5 points below standard Decreased -6.8 points  176 Students

**Conclusions based on this data:**

1. Hispanic and English Learner students outperform the other subgroups.
2. English Learners score the lowest at 94.7 points below standard.
3. MES does not have any Very Low, High, or Very High subgroups.



# School and Student Performance Data

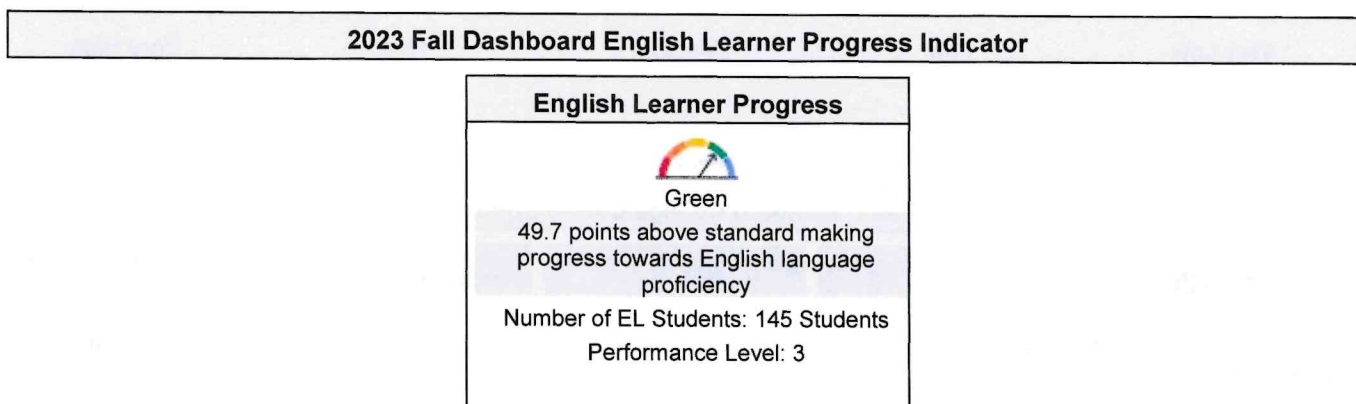
## Academic Performance English Learner Progress

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



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
28%	45%	0	71%

### Conclusions based on this data:

1. The 2023 Dashboard shows MES EL's making progress by scoring 49.7 points above standard.
2. MES had 71% of students making improvement by at least one ELPI level.
3. Overall, MES ELD students were performing at a High level.

# School and Student Performance Data

## Academic Performance College/Career Report

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.

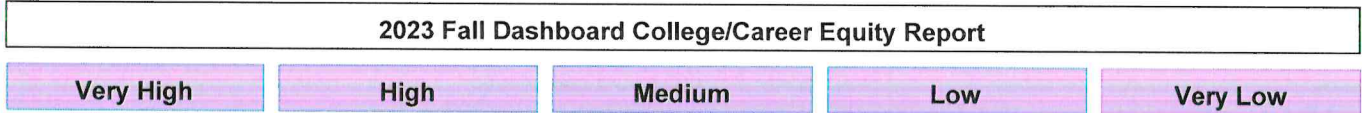
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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."

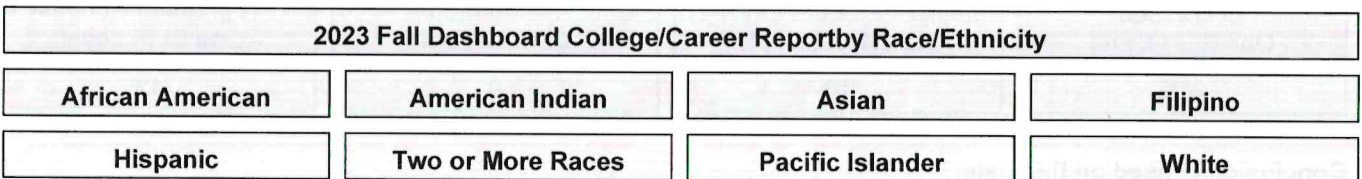
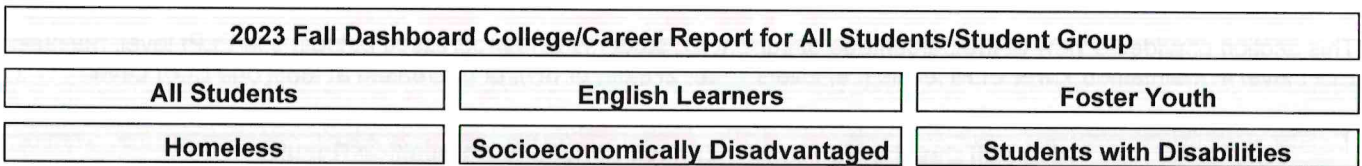
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# 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.

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.

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."



This section provides number of student groups in each level.





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		
<b>All Students</b>  Yellow 21% Chronically Absent Declined Significantly -11.8 649 Students	<b>English Learners</b>  Yellow 15.9% Chronically Absent Declined Significantly -16.2 189 Students	<b>Foster Youth</b> 18.2% Chronically Absent 0 11 Students
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 21.8% Chronically Absent Declined Significantly -13.5 532 Students	<b>Students with Disabilities</b>  Orange 31.6% Chronically Absent Declined -8.1 79 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  7 Students	56% Chronically Absent Declined -6.5  25 Students	0% Chronically Absent Declined -44.8  20 Students	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 18.1% Chronically Absent Declined Significantly -13.1  326 Students	10.5% Chronically Absent Declined -10.5  19 Students	Less than 11 Students  1 Student	 Yellow 22.5% Chronically Absent Declined Significantly -9.8  249 Students

**Conclusions based on this data:**

1. Fall 2023 Data, MES had 21% chronically absent students (absent 10% or more).
2. Fall 2023 data, MES shows students with disabilities had the highest percent of chronically absent.
3. No subgroups were in the Very High category: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners all had declines in chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation 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.

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.

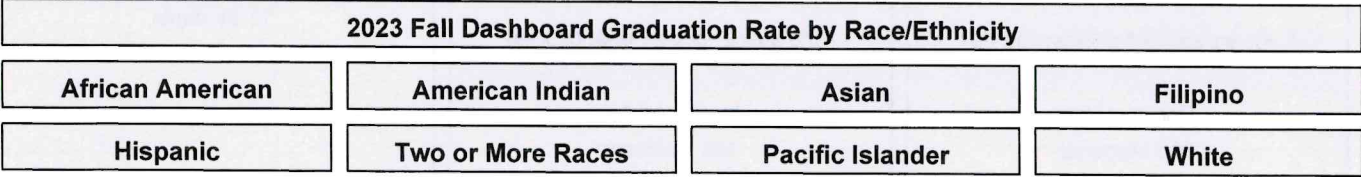
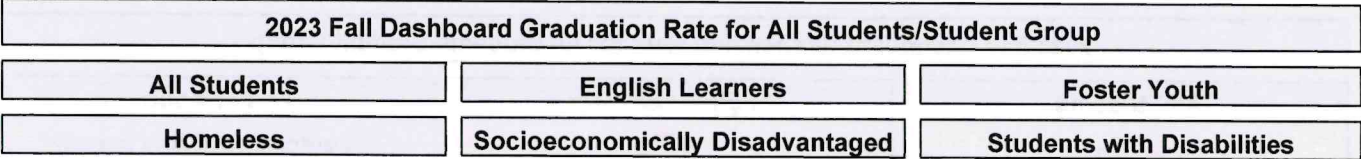
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**Conclusions based on this data:**

1.
2.
3.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

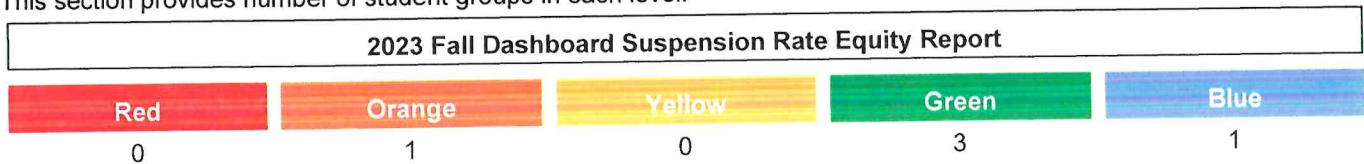
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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."



This section provides number of student groups in each level.





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		
<b>All Students</b>  Green 1.5% suspended at least one day Declined -0.4 666 Students	<b>English Learners</b>  Orange 1.5% suspended at least one day Increased 1.1 196 Students	<b>Foster Youth</b> 0% suspended at least one day 11 Students
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.6% suspended at least one day Declined -0.4 546 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined -2.7 83 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 7 Students	3.8% suspended at least one day  Declined -7.9 26 Students	0% suspended at least one day  Maintained 0 20 Students	Less than 11 Students 2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green  1.2% suspended at least one day  Declined -0.3 338 Students	5.3% suspended at least one day  Increased 5.3 19 Students	Less than 11 Students 1 Student	 Green  1.6% suspended at least one day  Declined -0.6 253 Students

**Conclusions based on this data:**

1. MES suspension rate was low.
2. Students with disabilities had the lowest suspension rates at 0.0%.
3. White and Socioeconomically Disadvantaged had the highest suspension rate at 1.6%

# 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.

#### Student Performance on school, district, state assessment

Goal 1- Improving student performance on school, district, and state assessments by meeting or exceeding the standards--addressing the needs of all students including at promise, English Learners, low-achieving students, Homeless and Foster Youth, and students with disabilities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

### 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.

Based on our CAASPP test scores and the Dashboard, Murdock is still performing below standard in ELA and 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
2023 CAASPP ELA scores	CAASPP- ELA- 16.5% at or above standard	CAASPP- ELA at or above standard scores to increase by 10% to 26.5%
2023 CAASPP Math Scores	CAASPP- Math- 18.09% at or above standard	CAASPP- Math at or above standard scores to increase by 10% to 28.09%
EL's	EL's -ELA-2.04% at or above standard	EL's -ELA- at or above standard scores to increase by 10% to 12.04%
Socioeconomically Disadvantaged	EL's-Math-13.26% at or above standard	EL's-Math- at or above standard scores to increase by 10% to 23.26%
Hispanic	Socioeconomically Disadvantaged - ELA- 13.9% at or above standard	Socioeconomically Disadvantaged- ELA-at or above to increase to 23.9%
White	Socioeconomically Disadvantaged- Math-15.83% at or above standard	Socioeconomically Disadvantaged- Math-at or above to increase to 25.83%
	Hispanic-ELA-9.87% at or above standard	Hispanic-ELA-at or above standard scores to increase to 19.87%
	Hispanic-Math-12.35% at or above standard	Hispanic-Math-at or above standard scores to increase to 22.35%
	White-ELA-25.86% at or above standard	White -ELA-at or above standard scores to increase to 35.86%
	White-Math-26.49% at or above standard	White-Math-at or above standard scores to increase to 36.49%

### 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	1. Identify students early in the school year who are low achieving and implement interventions to enhance their classroom learning.	All students- focus on low performing students	7,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School-wide intervention in ELA and Math. 1,650 LCFF - Supplemental 3000-3999: Employee Benefits Employer statutory costs (STRS, Medicare, etc.)
1.2	2. Provide staffing for classroom assistance (Instructional Aide I & II). ELA intervention and Math Intervention teachers.	All students	407,714 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessionals; salary costs 191,616 LCFF - Supplemental 3000-3999: Employee Benefits



			Paraprofessionals; Employer statutory costs (PERS, FICA, etc.) 22,749 Title I 2000-2999: Classified Personnel Salaries Stat. Employee Costs 11,435 Title I 3000-3999: Employee Benefits Stat. Employee Costs 321,974 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined ELA Intervention and Math Intervention teachers 71,921 LCFF - Supplemental 3000-3999: Employee Benefits Employer Statutory Costs (STRS, Medicare, SUI, WorkComp) 59,940 Unrestricted 4000-4999: Books And Supplies Instructional Supplies (unrestricted Lottery - Resource 1100)
1.3	3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	All students	59,940 Unrestricted 4000-4999: Books And Supplies Instructional Supplies (unrestricted Lottery - Resource 1100)
1.4	4. Provide opportunities for teacher training and paraprofessional training in IMSE and Project ARISE to improve reading instruction. Provide training for EL strategies.	All students	22,350 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel, on-site presenters, collaboration resources 13,715 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Stipends 3,170 LCFF - Base 3000-3999: Employee Benefits Statutory Employer Costs on Salaries
1.5	5. Continue to provide updated Math and Reading Programs for all classrooms.	All students	10,000 LCFF - Base 4000-4999: Books And Supplies Supplemental Curriculum 7,062 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

			Accelerated Math & Accelerated Reading licensing
1.6	6. Continue to provide learning opportunities through technology for staff and students.	All students	45,000 LCFF - Base 4000-4999: Books And Supplies Classroom TV installations, Smart Board installations, replacement of classroom printers
1.7	7. Provide a Library / Media Specialist who will maintain library materials, and schedule classes for regular library visits to check out books and provide access to reading material.	All Students-- and low performing students	22,506 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library Salary Costs 29,258 Title I 2000-2999: Classified Personnel Salaries Library Salary Costs 13,142 LCFF - Supplemental 3000-3999: Employee Benefits  18,104 Title I 3000-3999: Employee Benefits
1.8	The counselor will provide additional services for our subgroups: socioeconomically disadvantaged, ELs, Foster, and Homeless students.	Socioeconomically disadvantaged, ELs, Foster, and Homeless students	29,795 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries MES Counselor 44,683 Title I 1000-1999: Certificated Personnel Salaries MES Counselor 10,403 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs; MES Counselor 15,602 Title I 3000-3999: Employee Benefits Statutory Costs; MES Counselor
1.9			LCFF - Supplemental None Specified  42,568 Title I

1000-1999: Certificated  
Personnel Salaries

9,631  
LCFF - Supplemental  
3000-3999: Employee  
Benefits

14,446  
Title I  
3000-3999: Employee  
Benefits

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

The math and reading interventions show growth through their baseline assessments three times a year to identify students as well as to progress monitor. They are using DIBELS and Number Sense to gather data. Using data points, students are provided pull out or push in interventions. In addition, all K-3 teachers and classroom aides have received PD in IMSE science of reading strategies. The additional classroom aides as well as the intervention aides have played an important role in implementing the interventions. Supplemental materials as well as IMSE specific materials, and science materials have been provided to enhance student interest and engagement. Technology through the means of Chromebooks for each student and Electronic Boards for classroom use have helped to make curriculum accessible. The library media specialist continues to provide access to books and helps to develop reading. The counselor provides lessons to all grade levels and supports all students with academic and career mindsets.

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

One major difference is in the intended implementation of a staff member to work on literacy skills in the library.

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

The annual outcomes as defined by the SBAC is to increase achievement in ELA and Math. The metrics is a 10% reduction in the below standard outcome for ELA and Math. Those changes can be found in this section under Annual Measurable Outcomes.



# 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.

#### School Safety

Goal 2- Continuing to improve a safe school climate-- maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3:(Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, and community involvement and input.

### 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.

MES had about 1.5% of their students suspended at least once during the 2022-2023 school year.

### 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
CA School Dashboard CALPADS report 7.1	1.5% of MES students suspended at least once	A decline by at least .1% in students suspended once
	5 caused physical injury	4 or less physical injury

### 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	1. Provide window coverings for all buildings for safety.	All Students	25,000 Local Categorical 4000-4999: Books And Supplies Windows coverings
2.2	2. Maintain surveillance equipment- lighting and cameras. Maintain front entry "buzz in" system. Limit access to one point during the school day. Purchase a system for visitor check in.	All students	5,500 Local Categorical 6000-6999: Capital Outlay

			Access Control System - Avigilon Alta 24,990 LCFF - Base 6000-6999: Capital Outlay Upgrades to camera control systems 20,000 ESSER III 6000-6999: Capital Outlay Upgrades to Valcom system; clocks, bells, PA communications 5000 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures TBD - visitor check in system, estimated annual cost
2.3	3. Purchase counseling materials and resources	All students	4,300 Other 4000-4999: Books And Supplies PBIS Materials - MTSS 800 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures
2.4	Implement MTSS Program School Wide including PBIS. Continue to improve school culture by offering PD for staff.	All students	20,000 Other 4000-4999: Books And Supplies MTSS Materials and resources 40,000 Other 5000-5999: Services And Other Operating Expenditures MTSS PD for Staff

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

Most of the classrooms now have window coverings. The school is now fully fenced and all gates have crash bars. The entrances are restricted at drop off and pick up times. Entrance to the campus during the school day is restricted to one entrance with cameras and remote unlocking mechanism. The surveillance system is slated to receive a major upgrade. We are also continuing to pursue a visitor check in system that requires ID. The continuing improvement of school culture has been addressed with inclusion activities, student recognitions, adults welcoming parents and students, and the continues creation of a Multi tiered system of supports to address academic, social emotional and career exploration for all students. The counselor continues to play a crucial role in identifying students who need additional support and

continues to provide lessons, small group counseling, and finding resources for students and families at a tier 2 or 3 level.

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

The window coverings have required additional expense.

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.

There will not be any major changes with the exception of PD for staff in PBIS as part of the MTSS. Those changes can be found on this page of the SPSA.



# 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.

#### Partnership with community

Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding supported by the engagement team.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: (Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

### 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.

Because of the diversity at school and not enough parental representatives from each subgroup, MES would like to recruit more parental involvement from all subgroups to be members in committees.

### 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
Attendance records for parent meetings, forums, etc.	School site administration and staff actively recruited and sought parents, from at least one of the targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	An increase of at least +1 parent attending all meetings.

### 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	1. Provide opportunities for parents to be involved in developing school policy.	All students	7,600 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings and events, parent & community engagement

			2500 Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for meetings and events, parent engagement
3.2	2. Continue to promote communication between school and home (Parent Square, Aeries Portal, Remind, Class Dojo,) and the parent engagement team.	All students	15,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communication tools (approx site share of cost)

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

Parent participation has increased greatly through the implementation of Bring a Parent to School Days. The Parent Engagement Team has been instrumental in promoting and organizing this event. In addition, other family fun nights as well as the mandated SSC, and ELAC groups continue to be effective. The use of Parent Square has helped to standardize school to home communication. Teachers are using Parent Square but some also continue using Remind or Class Dojo among other communication apps.

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

There are no major differences between the intended implementation and the budgeted expenditures. Some fundraising has taken place by the Parent Engagement Team to offset some of the costs.

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.

There may be changes to the events organized by the Parent Engagement Team. For example, the family nights were not well attended. Better promoting or taking a different approach are both possibilities. These decision will be made after examining the metrics (participation surveys). These changes can be found on this page of the SPSa.



# 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.

#### English Learners

Goal 4: Increase one ELPAC Proficiency level overall and/or in one of the four domains (listening, speaking, reading, writing) per year per ELD student.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

### 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.

From the 2021-2023 ELPAC results, Murdock had 7 students that were re-designated in 2022 and 17 in 2023. These are significant improvements but our goal is to double the 17 to 34 for the 2024 summative ELPAC.

### 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
ELPI/ELPAC Results	71% ELs progressed at least one ELPI level. There were 17 reclassifications.	Have an increase to 81% of students making progress towards English Proficiency. Double the reclassifications to 34.
CA Dashboard	From the last Dashboard data in 2023, 1.88% Standard Exceeded, 8.99% Standard Met, 22.86% Standard Nearly Met, and 66.27 Standard not Met.	Have an increase by 10% in each of the three top areas, decrease the Standard Not Met to 36.27%.

### 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	One-on-one support with a paraprofessional. Small group support via pull out and push in by two ELD teachers. Focus on Level 3 students from the previous ELPAC. Increase time from 30 minutes to 1 hour for those students. The counselor to provide pep talks prior to the ELPAC.	All English Learners	65,247 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Paraprofessionals; salary costs



		21,749
		Title I
		2000-2999: Classified Personnel Salaries Bilingual Paraprofessionals; salary costs
		33,238
		LCFF - Supplemental
		3000-3999: Employee Benefits
		Statutory costs - paraprofessionals
		11,077
		Title I
		3000-3999: Employee Benefits
		Statutory costs - paraprofessionals
		225,038
		LCFF - Supplemental
		1000-1999: Certificated Personnel Salaries
		ELD Teachers (2)
		50,339
		LCFF - Supplemental
		3000-3999: Employee Benefits
		Statutory Costs - ELD teachers

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

We are seeing good success with the additional targeted supports provided by the ELD teachers as well as the intervention teachers.

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

No differences between the intended implementation and the budgeted expenditures.

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

The goal will remain the same, except the metrics or expectations/outcomes have increased.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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

### 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

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

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

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.





# 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	\$254,171
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,025,312.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## 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 (\$)
Title I	\$234,171.00

Subtotal of additional federal funds included for this school: \$234,171.00

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 (\$)
ESSER III	\$20,000.00
LCFF - Base	\$140,025.00
LCFF - Supplemental	\$1,476,376.00
Local Categorical	\$30,500.00
Other	\$64,300.00
Unrestricted	\$59,940.00

Subtotal of state or local funds included for this school: \$1,791,141.00

Total of federal, state, and/or local funds for this school: \$2,025,312.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
ESSER III	20,000.00
LCFF - Base	140,025.00
LCFF - Supplemental	1,476,376.00
Local Categorical	30,500.00
Other	64,300.00
Title I	234,171.00
Unrestricted	59,940.00

### Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	321,974.00
1000-1999: Certificated Personnel Salaries	363,299.00
2000-2999: Classified Personnel Salaries	569,223.00
3000-3999: Employee Benefits	455,774.00
4000-4999: Books And Supplies	171,840.00
5000-5999: Services And Other Operating Expenditures	86,912.00
5800: Professional/Consulting Services And Operating Expenditures	5,800.00
6000-6999: Capital Outlay	50,490.00

### Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

6000-6999: Capital Outlay	ESSER III	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	13,715.00
3000-3999: Employee Benefits	LCFF - Base	3,170.00
4000-4999: Books And Supplies	LCFF - Base	55,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	37,350.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,800.00
6000-6999: Capital Outlay	LCFF - Base	24,990.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	321,974.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	262,333.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	495,467.00
3000-3999: Employee Benefits	LCFF - Supplemental	381,940.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,600.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,062.00
4000-4999: Books And Supplies	Local Categorical	25,000.00
6000-6999: Capital Outlay	Local Categorical	5,500.00
4000-4999: Books And Supplies	Other	24,300.00
5000-5999: Services And Other Operating Expenditures	Other	40,000.00
1000-1999: Certificated Personnel Salaries	Title I	87,251.00
2000-2999: Classified Personnel Salaries	Title I	73,756.00
3000-3999: Employee Benefits	Title I	70,664.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
4000-4999: Books And Supplies	Unrestricted	59,940.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,447,934.00
Goal 2	145,590.00



Goal 3	25,100.00
Goal 4	406,688.00

# School Site Council Membership

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

- 1 School Principal
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Miguel Barriga	Principal
Scott Booth	Other School Staff
Marsha Squier	Other School Staff
Jennifer Porter	Classroom Teacher
Madison Alves	Classroom Teacher
Susan Cameron	Classroom Teacher
Patty Lev	Classroom Teacher
Sarah Cervantes	Classroom Teacher
Emma Sapigao	Parent or Community Member
Alisa Sinclair	Parent or Community Member
Azucena Carrillo	Parent or Community Member
Evelyn Enriquez	Parent or Community Member
Laura Gallegos	Parent or Community Member
Julie Matthews	Classroom Teacher

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.

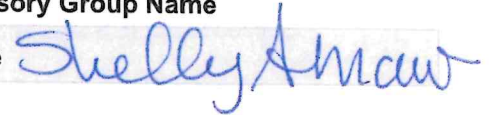
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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



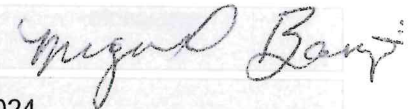
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 April 24, 2024.

Attested:

Principal, Miguel Barriga on April 24, 2024



SSC Chairperson, Patricia Lev on April 24 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

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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](mailto: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 [TITILEI@cde.ca.gov](mailto:TITILEI@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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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](mailto: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 (*Sections: 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 (*Sections: 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 (*Sections: 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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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/fq/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/fq/fo/af/>

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