



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murray Manor Elementary School Site	37-68197-6038533	May 23, 2024	June 25, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Murray Manor Elementary School Site for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 18, 2024 at 8:15am
- SSC # 4 Meeting, April 18, 2024 at 2:30pm
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: April 16 at 2:15, and May 21 at 2:15pm.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.): May 16, 2024 at 5:00pm

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

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.

Murray Manor ELPI performed in the "red" performance category and "orange" for chronic absenteeism.

We recognize that we saw a decline of 27.7% for our ELPI scoring in the red category. Specifically, there was a decrease of 26% progressing at least one level. Moving forward, we will include on-going professional development for teachers to support our EL students. Additionally, we will include a focus on EL students for teachers to include as "spotlight" students in order to monitor and support.

We recognize that for chronic absenteeism, we performed in the orange. Although we were at 25.1%, we are seeing a decline of 2.4% in 2022-2023 and currently we are at 19.25. We will continue to focus on implementing strategies with students and families to decrease our chronic absenteeism rate.

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.

Murray Manor saw Students with Disabilities, English Learners, Hispanic students, and Socioeconomically disadvantaged students performing two or more performance levels below the "all student" performance. Specifically, we saw a decline of 7.4% for our Students with Disabilities who performed in the red. Additionally, we saw a decline of 47% for our English Learners, a decline of 9.3% for our socioeconomically Disadvantaged, and our Hispanic students saw no change resulting in their performance category being orange. As a result, we will continue to focus on all of these students by providing our staff professional development on improving comprehension of informational text and specific instructional strategies that are researched based to support our collective efficacy and student performance.

Other Needs

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

Additionally, our iReady performance data indicates a performance gap with our African American students. African American students are performing 10% below our over all student population in ELA and 11% below in Math. We will take the following steps as a staff to address these gaps:

- Continue the implementation of Professional Learning Cycles and the implementation of high leverage teaching strategies to improve teaching and learning.
- Continue to provide support for teacher professional development through with coaching cycles with the Instruction and Data Support teacher.
- Provide release time for PLC teams to engage in data analysis, peer observations, and coaching to improve efficacy.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	4.1%	4.67%	5.82%	25	26	34
Asian	4.6%	4.67%	5.31%	28	26	31
Filipino	1.8%	1.62%	1.71%	11	9	10
Hispanic/Latino	37.4%	34.29%	35.1%	230	191	205
Pacific Islander	0.5%	0.54%	0.34%	3	3	2
White	41.0%	42.91%	41.78%	252	239	244
Multiple/No Response	10.7%	10.95%	9.93%	66	61	58
Total Enrollment				615	557	584

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	77	99
Grade 1	105	94	78
Grade 2	90	94	93
Grade3	93	85	96
Grade 4	80	69	76
Grade 5	83	71	74
Grade 6	69	67	68
Total Enrollment	615	557	584

Conclusions based on this data:

1. Our enrollment declined significantly in 2021-2022 from 615 to 557 and has grown to 584 in 2022-2023. Enrollment has been inconsistent and is now growing.
2. Our African American and Asian student groups have both increased slightly over the past three years. Our Hispanic student group has declined slightly over the past three years by 2%. Finally, our white student group has maintained at or near 42%.

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3. In 2021-2022, we saw a significant decline in our kindergarten enrollment numbers. Other grade levels have maintained enrollment or have seen a small decline.

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)	45	41	51	7.3%	7.4%	8.7%
Fluent English Proficient (FEP)	28	25	25	4.6%	4.5%	4.3%
Reclassified Fluent English Proficient (RFEP)	0		4	0.0%		7.3%

Conclusions based on this data:

1. Murray Manor observed a slight decline in the total number of English Learners during the 2021-2022 school year from 45 to 41, however it has increased during the 2022-2023 to 51.
2. Murray Manor has observed an increase in the percentage of English Learners over the past three years from 7.3% to 8.7%.
3. Murray Manor has seen an increase of students who are English Learners coming from many countries around the world representing many new languages other than Spanish.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	81	92	0	79	87	0	79	87	0.0	97.5	94.6
Grade 4	77	69	76	0	69	70	0	69	70	0.0	100.0	92.1
Grade 5	78	73	73	0	72	71	0	72	71	0.0	98.6	97.3
Grade 6	65	63	65	0	60	64	0	60	64	0.0	95.2	98.5
All Grades	309	286	306	0	280	292	0	280	292	0.0	97.9	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.	2479.		40.51	49.43		31.65	19.54		16.46	16.09		11.39	14.94
Grade 4		2470.	2495.		34.78	37.14		24.64	30.00		15.94	11.43		24.64	21.43
Grade 5		2538.	2494.		37.50	26.76		27.78	23.94		13.89	16.90		20.83	32.39
Grade 6		2537.	2541.		23.33	31.25		30.00	28.13		28.33	15.63		18.33	25.00
All Grades	N/A	N/A	N/A		34.64	36.99		28.57	25.00		18.21	15.07		18.57	22.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.18	36.78		53.16	58.62		12.66	4.60
Grade 4		24.64	35.71		62.32	52.86		13.04	11.43
Grade 5		38.89	19.72		47.22	50.70		13.89	29.58
Grade 6		23.33	28.13		55.00	54.69		21.67	17.19
All Grades		30.71	30.48		54.29	54.45		15.00	15.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.65	36.78		54.43	51.72		13.92	11.49
Grade 4		20.29	20.00		57.97	67.14		21.74	12.86
Grade 5		25.00	21.13		61.11	52.11		13.89	26.76
Grade 6		20.00	26.56		51.67	45.31		28.33	28.13
All Grades		24.64	26.71		56.43	54.11		18.93	19.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.05	21.84		67.09	68.97		8.86	9.20
Grade 4		8.70	18.57		72.46	70.00		18.84	11.43
Grade 5		20.83	16.90		65.28	60.56		13.89	22.54
Grade 6		16.67	17.19		71.67	75.00		11.67	7.81
All Grades		17.86	18.84		68.93	68.49		13.21	12.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.38	28.74		55.70	59.77		13.92	11.49
Grade 4		20.29	20.00		59.42	64.29		20.29	15.71
Grade 5		34.72	21.13		52.78	53.52		12.50	25.35
Grade 6		20.00	14.06		68.33	76.56		11.67	9.38
All Grades		26.79	21.58		58.57	63.01		14.64	15.41

Conclusions based on this data:

1. Murray Manor saw a very slight decline in the percentage of students who met or exceeded standard going from 63.21% to 61.99% overall.
2. Based on the CAASPP ELA Overall Achievement data, there was a decline in 5th grade in the percentage of students met or exceeded standard by 14.58% from 2021-2022 to 2022-2023.
3. According to the CAASPP data, we saw a decline in the percentage of students scoring below standard from 2022-2022 to 2022-2023 in all grade levels except in grade 5.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	81	92	0	80	87	0	80	87	0.0	98.8	94.6
Grade 4	77	69	76	0	68	72	0	68	72	0.0	98.6	94.7
Grade 5	78	73	73	0	72	72	0	72	72	0.0	98.6	98.6
Grade 6	65	63	65	0	61	65	0	61	65	0.0	96.8	100.0
All Grades	309	286	306	0	281	296	0	281	296	0.0	98.3	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2469.	2471.		41.25	37.93		32.50	32.18		7.50	13.79		18.75	16.09
Grade 4		2482.	2491.		22.06	31.94		26.47	29.17		33.82	19.44		17.65	19.44
Grade 5		2512.	2485.		26.39	26.39		19.44	11.11		27.78	22.22		26.39	40.28
Grade 6		2518.	2534.		16.39	24.62		21.31	29.23		36.07	23.08		26.23	23.08
All Grades	N/A	N/A	N/A		27.40	30.74		25.27	25.68		25.27	19.26		22.06	24.32

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		51.25	39.08		31.25	44.83		17.50	16.09
Grade 4		30.88	36.11		47.06	40.28		22.06	23.61
Grade 5		27.78	25.00		50.00	43.06		22.22	31.94
Grade 6		19.67	27.69		50.82	43.08		29.51	29.23
All Grades		33.45	32.43		44.13	42.91		22.42	24.66

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		43.75	40.23		38.75	43.68		17.50	16.09
Grade 4		22.06	29.17		50.00	48.61		27.94	22.22
Grade 5		22.22	20.83		52.78	40.28		25.00	38.89
Grade 6		16.39	18.46		60.66	64.62		22.95	16.92
All Grades		27.05	28.04		49.82	48.65		23.13	23.31

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		40.00	43.68		50.00	48.28		10.00	8.05
Grade 4		23.53	27.78		63.24	58.33		13.24	13.89
Grade 5		18.06	16.67		63.89	54.17		18.06	29.17
Grade 6		9.84	20.00		63.93	58.46		26.23	21.54
All Grades		23.84	28.04		59.79	54.39		16.37	17.57

Conclusions based on this data:

1. Murray Manor saw an increase in the percentage of students who met or exceeded standard going from 52.67% to 56.42% overall.
2. Based on the CAASPP Math Overall Achievement data, there was an increase in 5th grade in the percentage of students who scored below standard by 13.89% from 2021-2022 to 2022-2023.
3. Based on the CAASPP, 4th and 6th grade saw an increase of the percentage of students scoring above standard in all domains from the 2021-2022 to 2022-2023.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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	*	*	*	*	*	*	*	*	*	*	4	7
1	*	*	*	*	*	*	*	*	*	5	4	8
2	*	*	*	*	*	*	*	*	*	7	4	5
3	*	*	*	*	*	*	*	*	*	10	10	7
4	*	*	*	*	*	*	*	*	*	5	6	10
5	*	*	*	*	*	*	*	*	*	8	7	7
6	*	*	*	*	*	*	*	*	*	8	7	7
All Grades										46	42	51

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	33.33	18.00	45.65	35.71	22.00	23.91	14.29	36.00	2.17	16.67	24.00	46	42	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	50.00	26.00	28.26	28.57	34.00	10.87	11.90	22.00	4.35	9.52	18.00	46	42	50

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.22	9.52	10.00	41.30	30.95	18.00	28.26	28.57	26.00	15.22	30.95	46.00	46	42	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.83	35.71	18.00	50.00	47.62	62.00	2.17	16.67	20.00	46	42	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.70	73.81	40.00	34.78	14.29	42.00	6.52	11.90	18.00	46	42	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	9.52	12.00	58.70	54.76	38.00	17.39	35.71	50.00	46	42	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.57	26.19	12.00	65.22	52.38	54.00	15.22	21.43	34.00	46	42	50

Conclusions based on this data:

1. Based on the ELPAC data, Murray Manor has seen an increase in the number of students scoring at Level 1 in their overall language in the past three years to 24% in 2022-2023.

2. Based on the ELPAC data, we see a decline in the percentage of students scoring at Level 4 in the overall language by 15.33% from 2021-2022 to 2022-2023.
3. Based on the ELPAC data, we see that performance level of students scoring at Level 1 in Written Language has increased over the past three years to 46%.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
584	46.1	8.7	0.2
Total Number of Students enrolled in Murray Manor Elementary School Site.	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	51	8.7
Foster Youth	1	0.2
Homeless	7	1.2
Socioeconomically Disadvantaged	269	46.1
Students with Disabilities	107	18.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.8
Asian	31	5.3
Filipino	10	1.7
Hispanic	205	35.1
Two or More Races	58	9.9
Pacific Islander	2	0.3
White	244	41.8

Conclusions based on this data:

1. We have seen an increase in Murray Manor's population of students with disabilities from 13.5% in 2021 to 18.3% in 2023.

2. We have seen an increase in Murray Manor's population of socioeconomically disadvantaged students increase from 40.5% in 2021 to 46.1% in 2023.
3. We have seen a slight increase in Murray Manor's population of English Learners from 7.3% in 2021 to 8.7% in 2023.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Murray Manor's overall academic performance in ELA is green and is 18.4% above standard. It has maintained from 2022 levels.
2. Murray Manor's overall academic performance in Math is yellow and is 1.2% below standard. It has maintained from 2022 levels.

3. Murray Manor's English Learner's academic progress is scored in the "red" performance band which is currently 3 performance bands below our overall academic performance which is "green". It has declined 27.7% from 2022.

School and Student Performance Data

Academic Performance English Language Arts

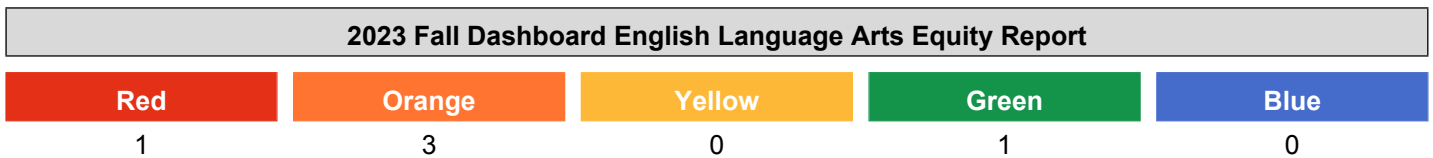
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This section provides number of student groups in each level.



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>All Students</p>  Green 18.4 points above standard Maintained -0.5 points 296 Students	<p>English Learners</p>  Orange 37.2 points below standard Decreased Significantly -47.6 points 39 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 9.6 points below standard Decreased -9.3 points 146 Students	<p>Students with Disabilities</p>  Red 71.2 points below standard Decreased -7.4 points 68 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13.4 points below standard</p> <p>Increased Significantly +66.7 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>87.7 points above standard</p> <p>Increased Significantly +23.5 points</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>19.3 points below standard</p> <p>Maintained +1 points</p> <p>110 Students</p>	<p>6.8 points above standard</p> <p>Decreased Significantly - 38.7 points</p> <p>33 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Green</p> <p>44.2 points above standard</p> <p>Decreased -6.6 points</p> <p>119 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>97.6 points below standard</p> <p>Decreased Significantly -60.5 points</p> <p>25 Students</p>	<p>70.7 points above standard</p> <p>Decreased Significantly -38.6 points</p> <p>14 Students</p>	<p>27.3 points above standard</p> <p>Increased +7.8 points</p> <p>247 Students</p>

Conclusions based on this data:

- All students performed above standard by at least 18.4%.
- Overall, the English Language Arts performance has maintained in overall performance.
- Murray Manor's English Learner's, Students with Disabilities, and Socioeconomically Disadvantaged students are performing in the "orange" which is 2 performance bands below our overall student performance which is "green". Our Students with Disabilities are performing in the "red" which is 3 performance bands below our overall student performance and is an area for concern.

School and Student Performance Data

Academic Performance Mathematics

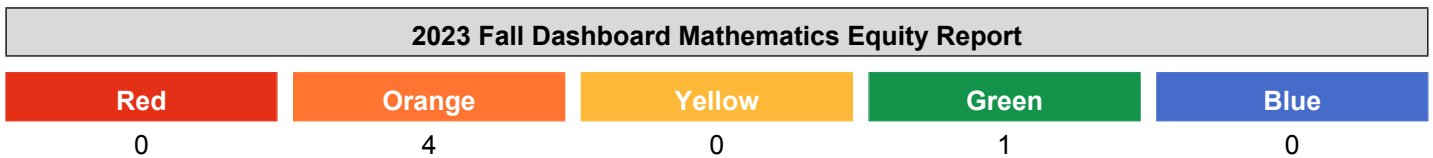
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






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 style="text-align: center;">All Students</p> <p style="text-align: center;"> Yellow</p> <p style="text-align: center;">1.2 points below standard Maintained +1.7 points</p> <p style="text-align: center;">295 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">56.3 points below standard Decreased Significantly -38.1 points</p> <p style="text-align: center;">38 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">1 Student</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">6 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">29.4 points below standard Maintained -2 points</p> <p style="text-align: center;">145 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">85.5 points below standard Decreased -11.2 points</p> <p style="text-align: center;">67 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>46.4 points below standard</p> <p>Increased Significantly +22 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>92.1 points above standard</p> <p>Increased Significantly +43.8 points</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>43.4 points below standard</p> <p>Maintained +1.7 points</p> <p>109 Students</p>	<p>10.1 points below standard</p> <p>Decreased Significantly - 24.1 points</p> <p>33 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Green</p> <p>25.2 points above standard</p> <p>Decreased -3.7 points</p> <p>119 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>125.2 points below standard</p> <p>Decreased Significantly -66.6 points</p> <p>24 Students</p>	<p>61.6 points above standard</p> <p>Decreased -4.3 points</p> <p>14 Students</p>	<p>7.9 points above standard</p> <p>Increased +8.8 points</p> <p>247 Students</p>

Conclusions based on this data:

- Overall, the Math performance has "maintained" in overall performance in the "yellow" performance band and increased by 1.7% from last year.
- Our English Learners and Socioeconomically Disadvantaged students scored in the "orange" performance band one below our overall student performance.
- English Learners showed a 38.1% decrease in performance from 2022.

School and Student Performance Data

Academic Performance English Learner Progress

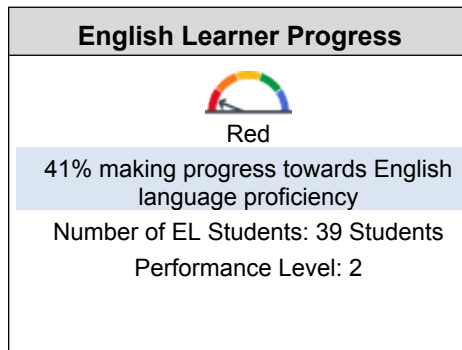
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
7	14	5	11

Conclusions based on this data:

1. Murray Manor saw an increase in the percentage of students who maintained level 4 from 12.5% in 2022 to 13.5% in 2023.
2. We saw a decrease in the percentage of students who progressed at one ELPI level from 2022 to 2023 by 26.4%.
3. We saw an increase in the percentage of students who maintained their current ELPI level of performance from 2022 to 2023 by 25.3%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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		
All Students	English Learners	Foster Youth
 Orange 25.1% Chronically Absent Declined -2.4 622 Students	 Orange 33.9% Chronically Absent Declined -2.1 59 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
76.9% Chronically Absent 0 13 Students	 Red 37.2% Chronically Absent Maintained 0.1 298 Students	 Orange 37.8% Chronically Absent Declined -1.2 135 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 31.7% Chronically Absent Declined -13.5 41 Students	 No Performance Color 0 Students	12.5% Chronically Absent Declined -10.6 32 Students	25% Chronically Absent 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.4% Chronically Absent Declined -1.1 223 Students	 Orange 21.3% Chronically Absent Declined -0.6 61 Students	Less than 11 Students 2 Students	 Yellow 17.1% Chronically Absent Declined -2.1 251 Students

Conclusions based on this data:

1. Data indicates that Murray Manor's overall Chronic Absenteeism has declined by 2.4% from 2022 to 2023.
2. Data indicates that the percentage of Chronic Absenteeism for all of our student groups showed a declined or maintained from 2022 to 2023.
3. The percentage of Chronic Absenteeism for our Students with Disabilities has maintained a rate of 37.2% and is an area for focus.

School and Student Performance Data

Conditions & Climate Suspension Rate

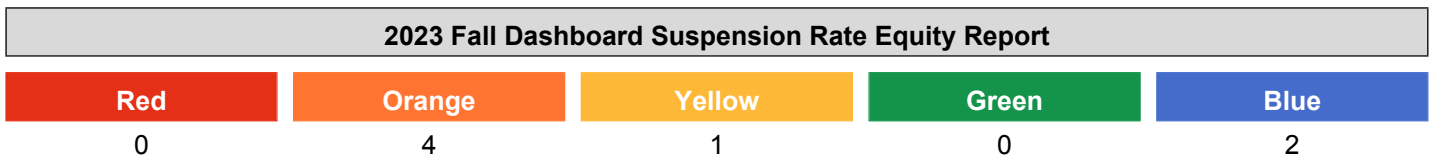
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students 2 Students
1.1% suspended at least one day	1.7% suspended at least one day	
Maintained 0 629 Students	Increased 1.7 60 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Orange	 Orange
13 Students	1.7% suspended at least one day	3% suspended at least one day
	Increased 0.3 300 Students	Increased 0.4 135 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -3 41 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 32 Students	0% suspended at least one day Maintained 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2% suspended at least one day Maintained 0.2 230 Students	 Orange 1.6% suspended at least one day Increased 1.6 61 Students	Less than 11 Students 2 Students	 Blue 0.4% suspended at least one day Maintained 0 251 Students

Conclusions based on this data:

1. The data indicates that our suspension rate has maintained at 1.1%.
2. There was an increase in the number of suspensions of students who are English Learners by 1.7%.
3. The the suspension rate for African American students declined by 3% from 2022 to 2023.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 62% to 65% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 8% to 21% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 62% to 65% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 18% to 26% (minimum of 8% increase).

Local Assessments:

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

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 21% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 35% to 43% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Murray Manor will commit to using data for continuous improvement by utilizing the Framework for Powerful Learning, including a targeted instructional area, powerful instructional practices, and a cycle of professional learning.</p> <ul style="list-style-type: none"> Identify targeted area for the school year: Each and every LMSV student will improve their ability to read, understand, and make meaning of 	iReady performance data, teacher self reflection on Quality Indicators for each powerful practice and cycle of professional learning, as well as ILT rolling walk data from classroom observations.	Some grade level PLCs are successful at implementing the powerful practices, self reflection, monitoring and using data to drive instruction, and improve instruction. There has been an increase in the number of grade level and individual teachers working with the IDS teacher to engage in coaching cycles to improve their practice.	<p>Modify</p> <p>Refine the expectations and protocols for grade level PLCs to engage in coaching cycles with the IDS teacher. Additionally, we will continue to refine how we monitor and modify our staff development and cycles of professional cycles</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards.</p> <ul style="list-style-type: none"> • Staff meetings and site learning days will focus on powerful instructional practices, including (but not limited to) literacy instruction, collaborative conversations, learning intentions, success criteria, and data analysis. • Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying instruction based on components of the cycle. <p>We will also improve the collective teacher efficacy of our certificated teaching staff using the following strategies.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV 			to improve collective efficacy.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>essential standards, staff led trainings, district or outside of district led trainings).</p> <ul style="list-style-type: none"> • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. • Certificated staff will also participate in on-going professional reading. 			
	<p>Murray Manor will work to implement a Multi-Tiered System of Support to support all student academic progress and we will implement a Response to Intervention system to address all student's needs and help ensure mastery of essential standards.</p> <ul style="list-style-type: none"> • Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: • Tier 1 Universal Interventions - ALL students receive these to promote achievement • Tier 2 Targeted Interventions - Some students receive these to promote 	<p>iReady data, Intervention Team meeting notes, the number of student referrals for consultation meetings, and the number of SST referrals.</p>	<p>We are seeing the MTSS being implemented improving tier 1 instruction. The number of students being referred for consultation has maintained or increased showing teacher interventions in tier 1 and tier 2 strategies being implemented to support students.</p>	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>achievement (ex. WIN time small groups, leveled reading groups)</p> <ul style="list-style-type: none"> • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) • Certificated support staff and classroom teachers will meet once per trimester to analyze student diagnostic data, formative classroom assessments, and to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be utilized to promote progress. • The Murray Manor Intervention Team will meet regularly to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement and support goal monitoring. • Teachers will utilize strategies and resources to ensure independent work during small group rotations is appropriate, rigorous, and standards aligned. • All K-3 students will participate in small group reading instruction daily 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>and students in 4-6 will participate in small group reading instruction twice weekly.</p> <ul style="list-style-type: none"> Murray Manor will implement Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program - We will implement the SIPPS program for our students in grades 3-6 who are 2 or more years below grade level in reading through our ELOP teacher. We will also work to expand this program to our K-2 students through increasing the number of primary teachers trained in the SIPPS program. 			
	<p>Murray Manor will commit to Professional Learning Communities (PLCs) - We will participate in regular and ongoing PLC meetings where we will focus on the four essential questions of a PLC and improving student achievement. We will:</p> <ul style="list-style-type: none"> Create SMART goals for student improvement in English Language Arts Using these four questions at each PLC meeting: What do we want all students to know and be able to do? How will we know if they learn it? 	Grade level SMART Goals.	We are seeing grade level PLCs making progress toward meeting their SMART goals, however not reaching them.	<p>Modify</p> <p>PLCs may need additional training around making the SMART goals more meaningful.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? 			
	<p>Murray Manor will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. Staff meetings, site learning days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. 	iReady data, release day agendas, PLC and teacher engagement in coaching cycles, and staff development agendas.	We are seeing teachers and PLCs making progress toward teacher clarity around the standards and the learning intentions and learning progressions for the standards.	Modify Teachers and PLCs may need additional training around knowing the standards, appropriate learning tasks for students, and success criteria.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Teachers will develop clear learning intentions and success criteria based essential standards. The IDS teacher will work with the certificated staff to support this work. 			
	<p>Murray Manor will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners.</p> <ul style="list-style-type: none"> Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk and collaborative conversations during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. Teachers will implement integrated ELD 	ELPAC scores, iReady data, and formative assessments.	We are seeing a decline in overall English Learner progress. We still need improvement in providing resources to New Comers and Long Term English Learners regarding comprehension and writing strategies. Additionally, we are seeing an increase of students who are designated EL and who qualify as a student with a disability.	<p>Modify</p> <p>Teachers and PLCs need additional training and support to better address the needs of our EL students. Specifically providing training of tier 1 high impact teaching strategies and GLAD strategies as examples. Additionally, we will consider a method to keep parents better informed of the EL program, the progress of the students, and how parents can support the work at home.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>through scaffolding strategies for content area, subject matter access, and discipline specific language development.</p> <ul style="list-style-type: none"> Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention. CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September. Teachers with new comers will work with District Learning Support staff for additional 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>curriculum and support.</p> <ul style="list-style-type: none"> District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 			
	<p>Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program. Data will be analyzed to determine placement in intervention (less 	iReady data and CAASPP data	We are seeing progress in our students with disabilities, however the achievement gap continues.	<p>Modify</p> <p>Teachers may need additional training to help students access the learning, such as co-teaching, tier 1 high impact teaching strategies, and collaboration between SAI and general education teachers.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>than two years below grade level).</p> <ul style="list-style-type: none"> Students below grade level will receive daily-targeted ELA instruction to address their assessed needs. District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was no major changes between plan and implementation.

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 are no major changes to goals or metrics. We hope the modifications to the goals above will improve student outcomes.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 56% to 59% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 8% to 15% (minimum of 8% increase).⁷

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 56% to 59% (minimum of 3% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 13% to 21% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 28% to 36%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 8% to 16% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 28% to 36% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 28% to 36% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Murray Manor will commit to using data for continuous improvement by utilizing the "Framework for Powerful Learning", including a targeted instructional area, powerful instructional practices, and a cycle of professional learning.</p> <ul style="list-style-type: none"> Staff meetings and site learning days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives, collaborative conversations, learning intentions, 	<p>iReady performance data, teacher self reflection on Quality Indicators for each powerful practice and cycle of professional learning, as well as ILT rolling walk data from classroom observations.</p>	<p>Some grade level PLCs are successful at implementing the powerful practices, self reflection, monitoring and using data to drive instruction. There has been an increase in the number of grade level and individual teachers working with the IDS teacher to engage in coaching cycles to improve their practice.</p>	<p>Modify</p> <p>Refine the expectations and protocols for grade level PLCs to engage in coaching cycles with the IDS teacher. Additionally, we will continue to refine how we monitor and modify our staff development and cycles of professional cycles to improve collective efficacy.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>success criteria, and data analysis.</p> <ul style="list-style-type: none"> Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying instruction based on components of the cycle. Continued collaboration with the Instruction and Data Support teacher to identify and build a deeper understanding of high leverage math domains, such as Numbers and Operations, Algebra, and Algebraic Thinking. We will collaborate with district TOSA to support professional development around mathematical best practices. <p>We will also improve the collective teacher efficacy of our certificated teaching staff using the following strategies.</p> <ul style="list-style-type: none"> Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>standards, staff led trainings, district or outside of district led trainings).</p> <ul style="list-style-type: none"> • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. • Certificated staff will also participate in on-going professional reading. 			
	<p>Murray Manor will work to implement a Multi-Tiered System of Support to support all student academic progress and we will implement a Response to Intervention system to address all student's needs and help ensure mastery of essential standards.</p> <ul style="list-style-type: none"> • Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: • Tier 1 Universal Interventions - ALL students receive these to promote achievement. • Tier 2 Targeted Interventions - Some students receive these to promote achievement (ex. 	<p>iReady data, Intervention Team meeting notes, the number of student referrals for consultation meetings, and the number of SST referrals.</p>	<p>We are seeing the MTSS being implemented improving tier 1 instruction. The number of students being referred for consultation has maintained or increased showing teacher interventions in tier 1 and tier 2 strategies being implemented to support students.</p>	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>WIN time small groups, leveled math groups).</p> <ul style="list-style-type: none"> • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments). • Certificated support staff and classroom teachers will meet once per trimester to analyze student diagnostic data, formative classroom assessments, and to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be utilized to promote progress. • The Murray Manor Intervention Team will meet regularly to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement and support goal monitoring. 			
	<p>Murray Manor will commit to Professional Learning Communities (PLCs) - We will participate in regular and ongoing PLC meetings where we will focus on the four essential questions of a PLC and improving student achievement. We will:</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in Mathematics. 	Grade Level SMART Goals.	We are seeing grade level PLCs making progress toward meeting their SMART goals, however not reaching them.	<p>Modify</p> <p>PLCs may need additional training around making the SMART goals more meaningful.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Using these four questions at each PLC meeting: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? 			
	<p>Murray Manor will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. Staff meetings, site learning days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. 	<p>iReady data, release day agendas, PLC and teacher engagement in coaching cycles, and staff development agendas.</p>	<p>We are seeing teachers and PLCs making progress toward teacher clarity around the standards and the learning intentions and learning progressions for the standards.</p>	<p>Modify teachers and PLCs may need additional training around knowing the standards, appropriate learning tasks for students, and success criteria.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction in math. Teachers will develop clear learning intentions and success criteria based on the essential standards. The IDS teacher will work with the certificated staff to support this work. 			
	<p>Murray Manor will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners.</p> <ul style="list-style-type: none"> Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. English Learners will receive support from teachers with integrated ELD daily, including increasing student talk and collaborative conversations during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. Select teachers will work with District Learning Support staff to deepen understanding of 	ELPAC scores, iReady data, and formative assessments.	We are seeing a decline in overall English Learner progress in Math. However, the achievement gap is less than in ELA. We still need improvement in providing resources to New Comers and Long Term English Learners. Additionally, we are seeing an increase of students who are designated EL and who qualify as a student with a disability.	<p>Modify</p> <p>Teachers and PLCs need additional training and support to better address the needs of our EL students. Specifically providing training of tier 1 high impact teaching strategies and GLAD strategies as examples. Additionally, we will consider a method to keep parents better informed of the EL program, the progress of the students, and how parents can support the work at home.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>ELD standards, proficiency level descriptors, and alignment to standards.</p> <ul style="list-style-type: none"> Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. We will monitor English Learner progress and provide timely and systematic intervention. CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a math intervention 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>program by September.</p> <ul style="list-style-type: none"> Teachers with new comers will work with District Learning Support staff for additional curriculum and support. District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 			
	<p>Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs in math. SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive 	iReady and CAASPP data.	We are seeing progress in our students with disabilities, however the achievement gap continues.	<p>Modify</p> <p>Teachers may need additional training.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	intervention program. <ul style="list-style-type: none"> • Data will be analyzed to determine placement in intervention (less than two years below grade level). • Students below grade level will receive daily-targeted math instruction to address their assessed needs. • District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was no major changes between plan and implementation.

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 are no major changes to goals or metrics. We hope the modifications to the goals above will improve student outcomes.

Goal #3

The percentage of students who are chronically absent from school will decrease by 8% each year.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Murray Manor will promote and consistent attendance.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. Work with Student Supports and our Social Worker to identify and address patterns of excessive absences. With support from our Social Worker, work with families to address situations that are leading to absences offering 	<p>School attendance rate, student and parent survey data, and chronic absenteeism data.</p>	<p>We are seeing improvement in student and parent engagement as well as school attendance and a decrease in chronic absenteeism.</p>	<p>Modify</p> <p>We may consider additional training for parents as well as SEL training for teachers.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>resources when and/if appropriate.</p> <ul style="list-style-type: none"> Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. Conduct parent meetings (via SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Consult with school community parent groups (SSC, ELAC, PTA) to gain insight and ideas for improving student attendance. Connect families with before and after school programs, such as LMSV Extended School Services (ESS) for before/after school care. Continue to offer our before school breakfast program and 2nd Chance breakfast during morning recesses for students. Continue to promote the importance of school attendance in NTI (All Call/Emails), Peach Jar, electronic marquee, 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>attendance bulletin board in front of school, and school social media.</p> <ul style="list-style-type: none"> Continue to utilize district provided Social Worker to provide support to families in the form of home visits, providing resources, and identifying barriers to consistent attendance. All staff will continue to implement bi-weekly SEL lessons and Second Step lessons to engage students and build relationships. 			
	<p>Monitoring & Outreach</p> <ul style="list-style-type: none"> Administrator, attendance clerk, and school social worker will monitor attendance on a regular basis. School social worker will develop a "check in" system with students who are chronically absent. Administrator, attendance clerk, and school social worker will develop and implement an incentive program for improved attendance. School social worker will conduct outreach of families with chronic absenteeism to offer support and resources aimed at improving attendance. 	Chronic absenteeism rate and attendance rate. Recognition and Incentives given for improved attendance.	We are seeing improved attendance rates and a decrease in chronic absenteeism rates as a result of the monitoring, outreach, and recognition.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Building Relationships</p> <ul style="list-style-type: none"> All staff will connect with and build meaningful relationships with students. Teachers will develop a sense of classroom community utilizing strategies such as restorative practices, Restorative circles, etc.. Teachers will build collaboration within their classrooms to foster student connectedness. Staff will utilize positive praise with students. Teacher will identify students who are less engaged and focus on building those relationships utilizing the 10:2 strategy. Staff will provide students with leadership opportunities within their classrooms as well as school-wide (i.e. Safety Patrol, lunch snack helpers, kindergarten tricycle helpers, Recycling). Upper grade classrooms will create partnerships with primary classrooms for "Classroom Buddies." Buddies will develop relationships and support younger students through mentoring and 	<p>Student survey data and participation rates in SEL and student leadership opportunities.</p>	<p>We are seeing improved teacher and student participation in SEL as well as implantation of PBIS strategies.</p>	<p>Modify</p> <p>Teachers may require additional training and support to develop strategies to improve student connectedness as well as improve implementation of SEL. We also may need to find a way to gather data for our primary students.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	partnership while providing leadership opportunities for the older students. <ul style="list-style-type: none"> • District funded full-time Social Worker will provide small group opportunities for students. • District funded full-time Social Worker will provide parent coffee hours to build relationships and provide parent engagement. • Teacher will identify students who are less engaged and focus on building those relationships by creating "spot light" student groups. 			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major changes from planned to implementation.

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 were no changes to goals or metrics. We hope the modifications listed above will improve student outcomes.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from .72 to .5 (minimum of .5%) (Or will maintain a suspension rate below .5%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Character Education <ul style="list-style-type: none"> • With the support of the Social Worker, continue implementing bi-weekly Character Education programs (e.g., Peace Builders, anti-bullying strategies, and the "Mustang Mantra" Character Development lessons). • Continue weekly Peace Corral and Peace Builder recognition praise notes and circles/class meetings. • All Certificated staff has participated in SDCOE Restorative Practices professional development. Continue to have Certificated staff, new to site, and Classified staff participate in SDCOE Restorative 	Student survey data and SEL implementation data	We are seeing increased implementation of SEL by teachers as well as implementation of SEL strategies being used.	Modify Teachers may need additional training and support to better implement SEL curriculum. Additionally, we will no longer use City Hope for support and we will no longer use SDCOE for Restorative Practices professional development. We will use and continue to use district resources to support Restorative Practices.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Practices professional development. <ul style="list-style-type: none"> • Continue community partnership with City Hope to provide social/emotional support for students. • Continue to utilize district provided Social Worker to support the development and implementation of Second Step curriculum. • District funded full-time Social Worker. • Utilization of SchoolLink to partner with district's partner organizations to provide students and families with support. 			
	Parent Partnerships and Communication <ul style="list-style-type: none"> • Hold a variety of parent events establishing relationships with school staff. These events include Back-To-School Night, Parent Educational Presentations, Open House, and PTA sponsored events. • Work with District staff to provide training for ELAC, SSC, and PTA (via 9th District PTA). • Work with District staff to determine and implement best practices for parent education. 	Parent attendance at events, parent survey data, and parent communication analytics data.	We are seeing increased parent participation at school events as well as parent education opportunities. Additionally, we are seeing improved parent engagement based on family communication analytics.	Modify Additional training and support may be needed to improve parent partnerships and engagement.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. Work with District and Community agencies to provide parent education at day/evening times on a variety of topics. Provide translation and interpreters at workshops. Provide translation of written materials when indicated. Utilize parent information systems such as Blackboard Connect, Jupiter Ed., school website, and social media to establish consistent communication with families. 			
	<p>Positive Behavior Support</p> <ul style="list-style-type: none"> Investigate and implement alternatives to students being sent out of class for negative behavior. School staff will partner with District Support Providers to gain skills and strategies focused 	Classroom observations for implementation of PBIS strategies being implemented as well as suspension data.	We are seeing the implementation of PBIS strategies in all classrooms and school wide. Suspension data indicates an increase in the overall percentage. However, the data indicates a specific sub group has increased.	<p>Modify</p> <p>We will continue to provide training and support around the implementation of PBIS school wide. Additionally, we will provide additional support and training to address the needs of students with disabilities.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.</p> <ul style="list-style-type: none"> Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class. District provided Social Worker will provide support to teachers, staff, and parents with strategies to address behavior. 			
	<p>Restorative Practices</p> <ul style="list-style-type: none"> Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, "spotlight" student groups, etc. Work with staff to establish a climate with an understanding of trauma informed responses. Focus on positive behavior interventions and supports where consequences for behaviors are logical and natural where there is accountability and 	Spotlight student data and classroom observation data for implementation of restorative practices.	We are seeing an increase in the implementation of restorative practices in classrooms and an increase in the use of trauma informed responses.	<p>Modify</p> <p>We will no longer use "Handle with Care" program and will utilize district supports and training to support teacher training and implementation. Additionally, we will continue to provide training and support for the implementation of PBIS systems school wide.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>opportunity to make amends and repair harm.</p> <ul style="list-style-type: none"> • Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students. • Implement "Handle with Care" program with county agencies, such as first responders, to help staff respond to students experiencing trauma. 			
	<p>Overall School Safety</p> <ul style="list-style-type: none"> • Work with the district to help ensure campus security and safety (i.e., exterior gates, bond improvements, etc.). • All school staff will attend active shooter training at least once per year. • School safety team will meet on a regular basis and monitor site facility needs related to overall school safety. • Principal will collaborate with the district level school bond team to develop the plan for site level safety improvements. 	<p>Safety Walk Inspection reports, Williams Walk data, CSSP reviews, and FIT inspection Report.</p>	<p>We are maintaining a secure and safe campus. We are still working with LMPD to implement active shooter training.</p>	<p>Continue</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was no major changes between the planned and what was implemented.

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 were no changes to goals or metrics. We hope the modifications listed above will improve student 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 1

Title and Description of School Goal

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

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XXX.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 39% to 42%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 3% to 11%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 28% to 36%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 14% to 22%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We are seeing student performance maintain the same proficiency level on Dashboard and local data. However, we have seen a decline in our English Learners, socioeconomically disadvantaged, and students with disabilities performance resulting in increased achievement gaps for these student groups. Students in all grades and in all targeted student groups (specifically our English Learners and students with disabilities) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, of testing age XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students, of testing age - XX</p> <p>Students with Disabilities, of testing age - XX</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades) Mid or Above Grade Level on Diagnostic 2	<p>ALL students - 39%</p> <p>English Learners - 3%</p> <p>Socioeconomically Disadvantaged Students - 28%</p> <p>Students with Disabilities - 14%</p>	<p>ALL students - 42%</p> <p>English Learners - 11%</p> <p>Socioeconomically Disadvantaged Students - 36%</p> <p>Students with Disabilities - 22%</p>

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	<p>Murray Manor will commit to using data for continuous improvement by utilizing the Framework for Powerful Learning, including a targeted instructional area, powerful instructional practices, and a cycle of professional learning.</p> <ul style="list-style-type: none"> Identify targeted area for the school year: Each and every LMSV student will improve their ability to read, understand, and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and site learning days will focus on powerful instructional practices, including (but not limited to) literacy instruction, collaborative conversations, learning intentions, success criteria, and data analysis. Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying instruction based on components of the cycle. 	All Students	

	<p>We will also improve the collective teacher efficacy of our certificated teaching staff using the following strategies.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings). • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. • Certificated staff will also participate in on-going professional reading. 		
<p>1.2</p>	<p>Murray Manor will work to implement a Multi-Tiered System of Support to support all student academic progress and we will implement a Response to Intervention system to address all student's needs and help ensure mastery of essential standards.</p> <ul style="list-style-type: none"> • Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: • Tier 1 Universal Interventions - ALL students receive these to promote achievement • Tier 2 Targeted Interventions - Some students receive these to promote achievement (ex. WIN time small groups, leveled reading groups) • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) • Certificated support staff and classroom teachers will meet once per trimester to analyze student diagnostic data, formative classroom assessments, and to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be utilized to promote progress. • The Murray Manor Intervention Team will meet regularly to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement and support goal monitoring. • Teachers will utilize strategies and resources to ensure independent work during small group rotations is appropriate, rigorous, and standards aligned. • All K-3 students will participate in small group reading instruction daily and 	<p>All Students</p>	

	<p>students in 4-6 will participate in small group reading instruction twice weekly.</p> <ul style="list-style-type: none"> • Murray Manor will implement Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program - We will implement the SIPPS program for our students in grades 3-6 who are 2 or more years below grade level in reading through our ELOP teacher. We will also work to expand this program to our K-2 students through increasing the number of primary teachers trained in the SIPPS program. 		
1.3	<p>Murray Manor will commit to Professional Learning Communities (PLCs) - We will participate in regular and ongoing PLC meetings where we will focus on the four essential questions of a PLC and improving student achievement. We will:</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in English Language Arts • Using these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	All Students	
1.4	<p>Murray Manor will focus on teacher clarity by aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will develop clear learning intentions and success criteria based essential standards. • The IDS teacher will work with the certificated staff to support this work. 	All students	

<p>1.5</p>	<p>Murray Manor will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners.</p> <ul style="list-style-type: none"> • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk and collaborative conversations during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. • We will monitor English Learner progress and provide timely and systematic intervention. • CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. • Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September. • Teachers with new comers will work with District Learning Support staff for additional curriculum and support. • District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 	<p>English Learners</p>	
<p>1.6</p>	<p>Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. 	<p>Students with Disabilities</p>	

	<ul style="list-style-type: none">• SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.• SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program.• Data will be analyzed to determine placement in intervention (less than two years below grade level).• Students below grade level will receive daily-targeted ELA instruction to address their assessed needs.• District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.		
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 28% to 31%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 5% to 13%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 20% to 28%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 11% to 19%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We are seeing student performance maintain the same proficiency for our Hispanic and socioeconomically disadvantaged students. However, we have seen a decline in our English Learners and students with disabilities. Students in all grades and in all targeted student groups (specifically our English Learners and students with disabilities) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students of testing age, XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students of testing age- XX</p> <p>Students with Disabilities of testing age - XX</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 28%</p> <p>English Learners - 5%</p> <p>Socioeconomically Disadvantaged Students - 20%</p> <p>Students with Disabilities - 11%</p>	<p>ALL students of testing age - 31%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 28%</p> <p>Students with Disabilities - 19%</p>

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	<p>Murray Manor will commit to using data for continuous improvement by utilizing the "Framework for Powerful Learning", including a targeted instructional area, powerful instructional practices, and a cycle of professional learning.</p> <ul style="list-style-type: none"> Staff meetings and site learning days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives, collaborative conversations, learning intentions, success criteria, and data analysis. Engagement in cycles of professional learning, which include professional learning, safe practice and peer observation, receiving feedback, professional reading, review of student work, and modifying instruction based on components of the cycle. Continued collaboration with the Instruction and Data Support teacher to identify and build a deeper understanding of high leverage math domains, such as Numbers and Operations, Algebra, and Algebraic Thinking. We will collaborate with district TOSA to support professional development around mathematical best practices. 	All students	

	<p>We will also improve the collective teacher efficacy of our certificated teaching staff using the following strategies.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings). • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. • Certificated staff will also participate in on-going professional reading. 		
<p>2.2</p>	<p>Murray Manor will work to implement a Multi-Tiered System of Support to support all student academic progress and we will implement a Response to Intervention system to address all student's needs and help ensure mastery of essential standards.</p> <ul style="list-style-type: none"> • Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: • Tier 1 Universal Interventions - ALL students receive these to promote achievement. • Tier 2 Targeted Interventions - Some students receive these to promote achievement (ex. WIN time small groups, leveled math groups). • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments). • Certificated support staff and classroom teachers will meet once per trimester to analyze student diagnostic data, formative classroom assessments, and to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be utilized to promote progress. • The Murray Manor Intervention Team will meet regularly to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement and support goal monitoring. 	<p>All Students</p>	
<p>2.3</p>	<p>Murray Manor will commit to Professional Learning Communities (PLCs) - We will participate in regular and ongoing PLC meetings where we will focus on the four essential questions of a PLC and improving student achievement. We will:</p>	<p>All Students</p>	

	<ul style="list-style-type: none"> • Create SMART goals for student improvement in Mathematics. • Using these four questions at each PLC meeting: <ul style="list-style-type: none"> • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 		
2.4	<p>Murray Manor will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction in math. • Teachers will develop clear learning intentions and success criteria based on the essential standards. • The IDS teacher will work with the certificated staff to support this work. 	All Students	
2.5	<p>Murray Manor will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners.</p> <ul style="list-style-type: none"> • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive support from teachers with integrated ELD daily, including increasing student talk and collaborative conversations during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to standards. • Teachers will implement integrated ELD through scaffolding strategies for content 	English Learners	

	<p>area, subject matter access, and discipline specific language development.</p> <ul style="list-style-type: none"> • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. • We will monitor English Learner progress and provide timely and systematic intervention. • CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. • Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a math intervention program by September. • Teachers with new comers will work with District Learning Support staff for additional curriculum and support. • District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 		
2.6	<p>Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs in math. • SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level). • Students below grade level will receive daily-targeted math instruction to address their assessed needs. • District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions. 	Students with Disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We are seeing an overall decrease and improvement in the Chronic Absenteeism rate for all students. However, we are seeing disproportionate rate with our Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 25.1%.	In 2023-2024, we will reduce the rate of chronic absenteeism by 25.1% to 23.1%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Murray Manor will promote and consistent attendance.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. Monitor attendance and respond in a tiered approach to intervention (i.e., 	All Students	

	<p>Students missing 5-9%, students missing 10-19%, and students missing 20% or more).</p> <ul style="list-style-type: none"> • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports and our Social Worker to identify and address patterns of excessive absences. • With support from our Social Worker, work with families to address situations that are leading to absences offering resources when and/if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings (via SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. • Consult with school community parent groups (SSC, ELAC, PTA) to gain insight and ideas for improving student attendance. • Connect families with before and after school programs, such as LMSV Extended School Services (ESS) for before/after school care. • Continue to offer our before school breakfast program and 2nd Chance breakfast during morning recesses for students. • Continue to promote the importance of school attendance in NTI (All Call/Emails), Peach Jar, electronic marquee, attendance bulletin board in front of school, and school social media. • Continue to utilize district provided Social Worker to provide support to families in the form of home visits, providing resources, and identifying barriers to consistent attendance. • All staff will continue to implement bi-weekly SEL lessons and Second Step lessons to engage students and build relationships. 		
<p>3.2</p>	<p>Monitoring & Outreach</p> <ul style="list-style-type: none"> • Administrator, attendance clerk, and school social worker will monitor attendance on a regular basis. • School social worker will develop a "check in" system with students who are chronically absent. • Administrator, attendance clerk, and school social worker will develop and 	<p>specifically SED, SWD, and ELs</p>	

	<p>implement an incentive program for improved attendance.</p> <ul style="list-style-type: none"> • School social worker will conduct outreach of families with chronic absenteeism to offer support and resources aimed at improving attendance. 		
<p>3.3</p>	<p>Building Relationships</p> <ul style="list-style-type: none"> • All staff will connect with and build meaningful relationships with students. • Teachers will develop a sense of classroom community utilizing strategies such as restorative practices, Restorative circles, etc.. • Teachers will build collaboration within their classrooms to foster student connectedness. • Staff will utilize positive praise with students. • Teacher will identify students who are less engaged and focus on building those relationships utilizing the 10:2 strategy. • Staff will provide students with leadership opportunities within their classrooms as well as school-wide (i.e. Safety Patrol, lunch snack helpers, kindergarten tricycle helpers, Recycling). • Upper grade classrooms will create partnerships with primary classrooms for "Classroom Buddies." Buddies will develop relationships and support younger students through mentoring and partnership while providing leadership opportunities for the older students. • District funded full-time Social Worker will provide small group opportunities for students. • District funded full-time Social Worker will provide parent coffee hours to build relationships and provide parent engagement. • Teacher will identify students who are less engaged and focus on building those relationships by creating "spot light" student groups. 	<p>All Students</p>	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate 79.52% will increase 3% to 82.52% in 2024-2025

Growth Mindset 65.51% will increase 3% to 68.51% in 2024-2025

Self-Management 66.18% will increase 3% to 69.18% in 2024-2025

Self-Efficacy 60.77% will increase 3% to 63.77% in 2024-2025

Social Awareness 64.17% will increase 3% to 67.17% in 2024-2025

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning 92% will increase 3% to 95% in 2024-2025

Sense of Community 91% will increase 3% to 94% in 2024-2025

Sense of Safety 85% will increase 3% to 88% in 2024-2025

The number of students suspended will decrease from xx% to xx%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We are seeing an overall decrease and improvement in the Chronic Absenteeism rate for all students. However, we are seeing disproportionate rate with our Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. Additionally, we are seeing a slight increase in the suspension rate for Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 79.52% Growth Mindset - 65.51% Self-Management- 66.18% Self-Efficacy- 60.77% Social Awareness- 64.17%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 82.52% Growth Mindset - 68.51% Self-Management- 69.18% Self-Efficacy- 63.77% Social Awareness- 67.17%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 92% Sense of Community - 91% Sense of Safety - 85%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community -94% Sense of Safety - 88%
Suspension Data	Our school's suspension rate for the 2023-24 school year is .6%.	The percentage of students suspended will decrease to .6 or less%

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	<p>Character Education</p> <ul style="list-style-type: none"> With the support of the Social Worker, continue implementing bi-weekly Character Education programs (e.g., Peace Builders, anti-bullying strategies, and the "Mustang Mantra" Character Development lessons). Continue weekly Peace Corral and Peace Builder recognition praise notes and circles/class meetings. All Certificated staff has participated in SDCOE Restorative Practices professional development. Continue to have Certificated staff, new to site, and Classified staff participate in SDCOE Restorative Practices professional development. Continue community partnership with City Hope to provide social/emotional support for students. Continue to utilize district provided Social Worker to support the development and implementation of Second Step curriculum. District funded full-time Social Worker. 	All Students	

	<ul style="list-style-type: none"> Utilization of SchoolLink to partner with district's partner organizations to provide students and families with support. 		
4.2	<p>Parent Partnerships and Communication</p> <ul style="list-style-type: none"> Hold a variety of parent events establishing relationships with school staff. These events include Back-To-School Night, Parent Educational Presentations, Open House, and PTA sponsored events. Work with District staff to provide training for ELAC, SSC, and PTA (via 9th District PTA). Work with District staff to determine and implement best practices for parent education. Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. Work with District and Community agencies to provide parent education at day/evening times on a variety of topics. Provide translation and interpreters at workshops. Provide translation of written materials when indicated. Utilize parent information systems such as Blackboard Connect, Jupiter Ed., school website, and social media to establish consistent communication with families. 	All Students	
4.3	<p>Positive Behavior Support</p> <ul style="list-style-type: none"> Investigate and implement alternatives to students being sent out of class for negative behavior. School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors. Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class. District provided Social Worker will provide support to teachers, staff, and parents with strategies to address behavior. 	All Students	
4.4	<p>Restorative Practices</p> <ul style="list-style-type: none"> Establish positive relationships between staff and students and among students 	All Students	

	<p>with strategies such as Circles, 10 & 2, "spotlight" student groups, etc.</p> <ul style="list-style-type: none"> • Work with staff to establish a climate with an understanding of trauma informed responses. • Focus on positive behavior interventions and supports where consequences for behaviors are logical and natural where there is accountability and opportunity to make amends and repair harm. • Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students. 		
4.5	<p>Overall School Safety</p> <ul style="list-style-type: none"> • Work with the district to help ensure campus security and safety (i.e., exterior gates, bond improvements, etc.). • All school staff will attend active shooter training at least once per year. • School safety team will meet on a regular basis and monitor site facility needs related to overall school safety. • Principal will collaborate with the district level school bond team to develop the plan for site level safety improvements. 	All Students	

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:



Principal, Rob Myrick on May 23, 2024



SSC Chairperson, on May 23, 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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such 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.

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:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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