



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murdock School	Elementary	37 68197 6070833	March 16, 2026	June 16, 2026

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

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

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

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

This plan is being used by Murdock Elementary School for meeting ESSA's planning requirements for 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	34
Goal 3.....	36
Goal 4.....	38
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	41
School Site Council Membership	43
Recommendations and Assurances	44
Instructions.....	45
Appendix A: Plan Requirements	52
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	55
Appendix C: Select State and Federal Programs	58

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 Murdock Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 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, 1-22-26
- * SSC #3 Meeting, 1-26-26; SSC # 4 Meeting, 3-16-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 1-6-2026, 5-12-26

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.

- * ELA & Math indicators: All students are green, but Student with Disabilities are in the orange. This demonstrates the need to analyze data and provided targeted intervention for students who are reading 2 or more grade levels. They will be monitored for growth every 6-9 weeks.
- * ELPI Indicator: Multilingual students are in the orange. This demonstrates the need for teachers to identify MELs and have conversations about their progress. Teachers will hyper focus on integrated ELD strategies such as comprehensible input such as turn and talk scaffolded by sentence frames.
- * Chronic Absenteeism Indicator: All student are yellow, but Homeless Youth are red, Students with Disabilities are orange, and students with Two or More Races are orange. We will continue with Tier 2 intervention strategies and add consistent promotion of independent study agreements.
- * Suspension Rate Indicator: All students are green overall, but Homeless Youth and Two or More Races are red. We will continue all restorative practices with the addition of training staff with Tier I restorative conversations.

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.

- * ELA & Math indicators: All students are green, but Student with Disabilities are in the orange.
- * Suspension Rate Indicator: All students are green overall, but Homeless Youth and Two or More Races are red. We will continue all restorative practices with the addition of training staff with Tier I restorative conversations.
- * Chronic Absenteeism Indicator: All student are yellow, but Homeless Youth are red

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.16%			1
African American	3.57%	4.44%	4.25%	22	27	26
Asian	2.76%	2.96%	2.61%	17	18	16
Filipino	0.97%	0.82%	0.82%	6	5	5
Hispanic/Latino	41.33%	41.78%	43.30%	255	254	265
Pacific Islander	0.16%	0.16%	%	1	1	
White	38.41%	34.87%	35.62%	237	212	218
Multiple/No Response	12.48%	14.31%	12.42%	77	87	76
Total Enrollment				617	608	612

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		56	41
Kindergarten	100	100	98
Grade 1	100	102	98
Grade 2	102	95	99
Grade 3	105	106	94
Grade 4	68	100	101
Grade 5	61	49	81
Grade 6	37		
Total Enrollment	617	608	612

Conclusions based on this data:

- Hispanic/Latino students represent the largest demographic group and are increasing in number. In 22-23, they made up 40.07% of the population, increasing to 41.33% in 2023–24, and 41.78% in 24-25.
- Total student enrollment has increased steadily over the last three years. The school grew from 569 students (2021–22) to 617 students (2023–24). This suggests growth in the community or school catchment area. While 24-25 data

shows a slight decrease in enrollment, our current 25-26 data (not shown) shows that student enrollment is exactly the same as 23-25.

3. In 22-23 the white population was 40.4%, in 23-24 it was 38.41% and 24-25 it was 34.87%. The white population for enrollment has decreased significantly by over 5% in the last three years.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	48	54	50	8.9%	7.8%	8.2%
Fluent English Proficient (FEP)	18	14	22	1.3%	2.9%	3.6%
Reclassified Fluent English Proficient (RFEP)	12	13		7.1%	11%	

Conclusions based on this data:

1. The number of Fluent English Proficient (FEP) students more than doubled from 2022–23 to 2023–24.
2022–23: 8 students
2023–24: 18 students
2024-2025: 14 students
2. The number of English Learners peaked in 2024-2025.
2021–22: 45 students
2022–23: 53 students
2023–24: 48 students
2024-2025 54 students
There was an increase this year, and it is the highest number of MEL's since 2021.
3. The proportion of students who RFEP has doubled in the past year.
In 2023-2024 was 11% and 2024-2025 was 22%.
Last year students were able to reclassify through the IEP process.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	81	103	101	81	102	101	81	102	101	100.0	99	100
Grade 4	68	68	97	68	68	97	68	68	97	100.0	100	100
Grade 5	62	62	51	61	61	51	61	61	51	98.4	98.4	100
Grade 6	53	36		52	36		52	36		98.1	100	
All	264	269	249	262	267	249	262	267	249	99.2	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2472.	2469.	2473.	48.15	38.24	48.51	17.28	26.47	16.83	22.22	23.53	22.77	12.35	11.76	11.88
Grade 4	2533.	2503.	2497.	54.41	39.71	38.14	22.06	19.12	23.71	14.71	29.41	17.53	8.82	11.76	20.62
Grade 5	2516.	2553.	2531.	32.79	39.34	25.49	24.59	31.15	37.25	18.03	19.67	23.53	24.59	9.84	13.73
Grade 6	2552.	2534.		23.08	19.44		34.62	33.33		28.85	19.44		13.46	27.78	
All Grades	N/A	N/A	N/A	41.22	36.33	39.76	23.66	26.59	23.69	20.61	23.60	20.88	14.50	13.48	15.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	30.86	29.41	29.70	58.02	58.82	58.42	11.11	11.76	11.88
Grade 4	35.29	27.94	29.90	60.29	60.29	53.61	4.41	11.76	16.49
Grade 5	24.59	39.34	19.61	59.02	50.82	70.59	16.39	9.84	9.80
Grade 6	13.46	22.22		69.23	61.11		17.31	16.67	
All Grades	27.10	30.34	27.71	61.07	57.68	59.04	11.83	11.99	13.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.27	31.37	30.69	49.38	50.98	56.44	12.35	17.65	12.87
Grade 4	35.29	20.59	21.65	50.00	64.71	56.70	14.71	14.71	21.65
Grade 5	19.67	27.87	23.53	63.93	57.38	66.67	16.39	14.75	9.80
Grade 6	25.00	22.22		65.38	44.44		9.62	33.33	
All Grades	30.53	26.59	25.70	56.11	55.06	58.63	13.36	18.35	15.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.69	17.65	18.81	61.73	76.47	70.30	13.58	5.88	10.89
Grade 4	23.53	22.06	22.68	73.53	69.12	69.07	2.94	8.82	8.25
Grade 5	16.39	26.23	15.69	67.21	70.49	76.47	16.39	3.28	7.84
Grade 6	17.31	13.89		69.23	75.00		13.46	11.11	
All Grades	20.99	20.22	19.68	67.56	73.03	71.08	11.45	6.74	9.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.63	25.49	32.67	60.49	62.75	55.45	9.88	11.76	11.88
Grade 4	30.88	30.88	27.84	63.24	57.35	61.86	5.88	11.76	10.31
Grade 5	22.95	29.51	29.41	62.30	62.30	58.82	14.75	8.20	11.76
Grade 6	26.92	16.67		61.54	69.44		11.54	13.89	
All Grades	27.86	26.59	30.12	61.83	62.17	58.63	10.31	11.24	11.24

Conclusions based on this data:

1. Overall Achievement: Cohort data is shifting from Standards Exceeded to Standards Met, and the 23-24 cohort data for Standard Not Met increased by almost 9%.
2. Reading Data: Cohort data is declining for Above Standard, while increasing for At or Near Standard, which means students are declining in proficiency.
3. Writing Data: Cohort data is declining for Above Standard, while increasing for At or Near Standard, which means students are declining in proficiency.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	81	103	101	81	102	101	81	102	101	100.0	99	100
Grade 4	68	68	97	68	68	97	68	68	97	100.0	100	100
Grade 5	62	62	51	61	62	51	61	62	51	98.4	100	100
Grade 6	53	36		52	36		52	36		98.1	100	
All	264	269	249	262	268	249	262	268	249	99.2	99.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2459.	2467.	2476.	34.57	36.27	36.63	24.69	26.47	36.63	25.93	21.57	12.87	14.81	15.69	13.86
Grade 4	2518.	2493.	2487.	41.18	26.47	26.80	22.06	27.94	20.62	26.47	29.41	36.08	10.29	16.18	16.49
Grade 5	2481.	2503.	2502.	14.75	27.42	23.53	16.39	11.29	15.69	31.15	27.42	27.45	37.70	33.87	33.33
Grade 6	2511.	2519.		13.46	27.78		19.23	13.89		36.54	25.00		30.77	33.33	
Grade 11															
All Grades	N/A	N/A	N/A	27.48	30.60	30.12	20.99	21.64	26.10	29.39	25.37	24.90	22.14	22.39	18.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	39.51	44.12	48.51	45.68	39.22	38.61	14.81	16.67	12.87
Grade 4	45.59	33.82	30.93	35.29	38.24	42.27	19.12	27.94	26.80
Grade 5	9.84	24.19	27.45	42.62	37.10	35.29	47.54	38.71	37.25
Grade 6	13.46	22.22		53.85	44.44		32.69	33.33	
Grade 11									
All Grades	29.01	33.96	37.35	43.89	39.18	39.36	27.10	26.87	23.29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.46	34.31	32.67	64.20	50.98	51.49	12.35	14.71	15.84
Grade 4	30.88	25.00	24.74	55.88	57.35	55.67	13.24	17.65	19.59
Grade 5	16.39	20.97	15.69	49.18	50.00	66.67	34.43	29.03	17.65
Grade 6	9.62	22.22		57.69	36.11		32.69	41.67	
All Grades	20.99	27.24	26.10	57.25	50.37	56.22	21.76	22.39	17.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.10	33.33	28.71	54.32	56.86	64.36	13.58	9.80	6.93
Grade 4	38.24	32.35	25.77	52.94	45.59	55.67	8.82	22.06	18.56
Grade 5	13.11	20.97	13.73	65.57	53.23	66.67	21.31	25.81	19.61
Grade 6	15.38	25.00		73.08	52.78		11.54	22.22	
All Grades	25.95	29.10	24.50	60.31	52.61	61.45	13.74	18.28	14.06

Conclusions based on this data:

1. Overall Achievement: Cohort data is declining for students Exceeding and Meeting standards, while increasing for students Standard Nearly and Not Met.
2. Concepts and Procedures: Cohort data is declining for students Exceeding and Meeting standards, while increasing for students Standard Nearly and Not Met.
3. Communicating Reasoning: Student in the 23-24 cohort, scoring above standard decreased by about 19% in the following year. These trends are consistent amongst cohorts as well.

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/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1393.1	1379.6	*	1405.9	1387.1	*	1363.2	1361.9	6	16	14
1	*	*	*	*	*	*	*	*	*	7	*	8
2	*	*	*	*	*	*	*	*	*	10	7	*
3	*	1490.3	*	*	1477.5	*	*	1502.4	*	9	12	8
4	*	*	*	*	*	*	*	*	*	6	6	9
5	*	*	*	*	*	*	*	*	*	7	6	*
6	*	*		*	*		*	*		6	4	
All										51	54	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	12.50	14.29	*	31.25	35.71	*	25.00	21.43	*	31.25	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	25.00	*	*	41.67	*	*	16.67	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	17.65	22.22	20.45	39.22	33.33	40.91	25.49	16.67	27.27	17.65	27.78	11.36	51	54	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	12.50	21.43	*	31.25	35.71	*	37.50	14.29	*	18.75	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	58.33	*	*	16.67	*	*	8.33	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	31.37	38.89	34.09	41.18	20.37	43.18	11.76	24.07	11.36	15.69	16.67	11.36	51	54	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		6.25	14.29		25.00	7.14		37.50	50.00		31.25	28.57		16	14
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		0.00	*		41.67	*		41.67	*		16.67	*		12	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	11.76	3.70	9.09	23.53	35.19	31.82	37.25	25.93	38.64	27.45	35.19	20.45	51	54	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	25.00	14.29	*	50.00	57.14	*	25.00	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	33.33	31.48	36.36	52.94	42.59	52.27	13.73	25.93	11.36	51	54	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	12.50	14.29	*	56.25	57.14	*	31.25	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	58.33	*	*	25.00	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	40.00	40.74	38.64	50.00	40.74	50.00	10.00	18.52	11.36	50	54	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	6.25	7.14	*	68.75	64.29	*	25.00	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	13.73	11.11	6.82	50.98	53.70	63.64	35.29	35.19	29.55	51	54	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	25.00	21.43	*	37.50	50.00	*	37.50	28.57	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	19.61	12.96	13.64	54.90	62.96	68.18	25.49	24.07	18.18	51	54	44

Conclusions based on this data:

1. The writing domain percentages for Well Developed are higher than the reading domain.
2. The speaking domain for well developed remained consistent from 22-24, with a slight dip in 24-25. Percentages in the Beginning, decreased and shifted to Somewhat/Moderately--almost a 9% shift.
3. Some students may not be moving from Level 3 to Level 4 in the same way students are shifting from Level 1 to Level 2 and Level 2 to Level 3.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	43.3%	8.9%	0.2%
Total Number of Students enrolled in Murdock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.9%
Foster Youth	1	0.2%
Homeless	37	6.1%
Socioeconomically Disadvantaged	263	43.3%
Students with Disabilities	98	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.4%
American Indian	0	0.0%
Asian	18	3%
Filipino	5	0.8%
Hispanic	254	41.8%
Two or More Races	87	14.3%
Pacific Islander	1	0.2%
White	212	34.9%

Conclusions based on this data:

1. Hispanic students make up the largest ethnic group on campus. 41.8% of students identify as Hispanic.
2. A significant portion of the student population is socioeconomically disadvantaged at 43.3%.
3. Students with disabilities make up a significant subgroup. 16.1% (98 students) of the population receive special education services.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Both English Language Arts and Mathematics are rated Green, indicating that students are performing well academically across core subjects.
- Chronic Absenteeism is rated Orange, which suggests that too many students are missing school regularly.

3. English Learners are orange which shows a decline and suggests that we need to revisit best practices for designated and integrated ELD.

School and Student Performance Data

Academic Performance English Language Arts

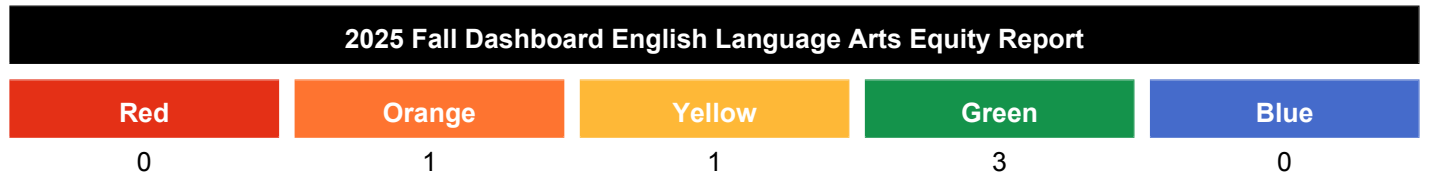
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 30.7 points above standard Declined 6.6 points 247 Students	 No Performance Color 29.8 points below standard Increased 5.9 points 25 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 61.3 points below standard Increased 20 points 16 Students	Socioeconomically Disadvantaged  Yellow 3.7 points below standard Declined 8.7 points 120 Students
Students with Disabilities  Orange 66.1 points below standard Declined 28.4 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 14.9 points above standard Maintained 2.9 points 91 Students
Two or More Races  Green 46.1 points above standard Declined 8.7 points 36 Students	Pacific Islander  No Performance Color 0 Students	White  Green 41.4 points above standard Declined 19.3 points 100 Students

Conclusions based on this data:

1. Students with Disabilities are significantly below standard and declining. This group scored 66.1 points below standard and received an Orange rating. Performance has declined by 28.4 points, indicating an urgent need for targeted supports and differentiated instruction in ELA
2. Socioeconomically Disadvantaged (SED) students are performing near the standard, but scores are declining. Scored 3.7 points above standard with a Yellow rating.
Performance declined by 8.7 points.

3. There is a huge discrepancy of 60.5 points between how All Students are performing, and how EL students are performing.

School and Student Performance Data

Academic Performance Mathematics

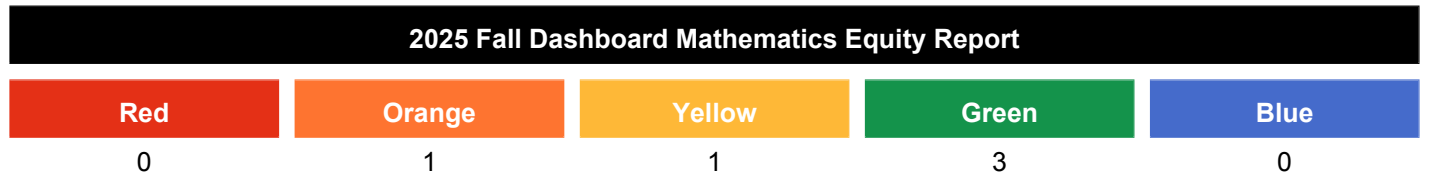
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 11.4 points above standard Maintained 1.7 points 247 Students	 No Performance Color 53.1 points below standard Increased 8.4 points 25 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 60 points below standard Increased 44.9 points 16 Students	Socioeconomically Disadvantaged  Green 23.1 points below standard Increased 4.5 points 120 Students
Students with Disabilities  Orange 71.8 points below standard Declined 8.6 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 9.4 points below standard Maintained 2.8 points 91 Students
Two or More Races  Green 16.1 points above standard Maintained -2.4 points 36 Students	Pacific Islander  No Performance Color 0 Students	White  Green 29.7 points above standard Declined 4 points 100 Students

Conclusions based on this data:

1. Overall, all students are 11.4 points above standard which has maintained its score from last year.
2. Students with Disabilities are significantly underperforming in math and declining by 8.6 points. Scored 71.8 points below standard and received an Orange rating.
3. There are two student groups who made increases, but are still performing below standard. English Learners are 51.3 points below standard, with a slight increase of 8.4 points. Homeless and Hispanic student groups follow a similar trend.

School and Student Performance Data

Academic Performance Science

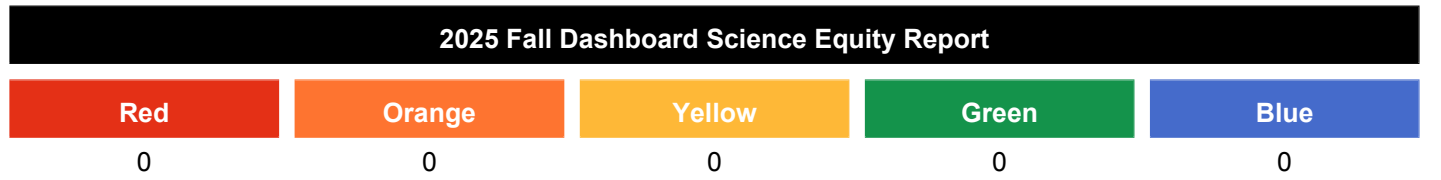
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 58.2 science points Declined 3.6 points 48 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  No Performance Color 51.3 science points Declined 6.2 points 28 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 56.8 science points Increased 6.8 points 24 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 59.9 science points Declined 11.2 points 14 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 53.1 making progress. Number Students: 32 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.3%	31%	0%	58.6%

Conclusions based on this data:

- English Learners are showing a decline, receiving and Orange rating.
- A significant portion of EL students made notable gains. 58.6% of students progressed at least one ELPI level.
- 31% of ELs are maintaining their ELPI levels and not showing growth, and 10.3% decreased one ELPI level. This suggests that additional scaffolding is needed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

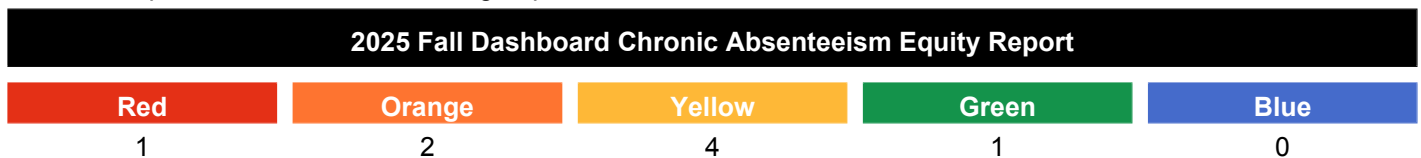
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 12.9% Chronically Absent Declined 5.5 637 Students	English Learners  Yellow 16.7% Chronically Absent Declined 7.2 60 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 48.8% Chronically Absent Increased 6.7 43 Students	Socioeconomically Disadvantaged  Yellow 22.1% Chronically Absent Declined 5.2 289 Students

Students with Disabilities  Orange 28.8% Chronically Absent Declined 7.3 132 Students	African American  Yellow 12.9% Chronically Absent Declined 14.4 31 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5.6% Chronically Absent Maintained 0.3 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 17.5% Chronically Absent Declined 6.8 268 Students
Two or More Races  Orange 14.6% Chronically Absent Increased 2.5 96 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 6% Chronically Absent Declined 7.2 216 Students

Conclusions based on this data:

1. Chronic absenteeism is a widespread concern across the school. Overall chronic absenteeism rate is 12.9%, with a yellow performance level for all students.
2. Homeless Youth have the highest chronic absenteeism rate. 48.8% of students with disabilities are chronically absent, with a Red performance level. This is an increase of 6.7%
3. All student groups except for white are in the yellow or orange performance colors.

School and Student Performance Data

Conditions & Climate Suspension Rate

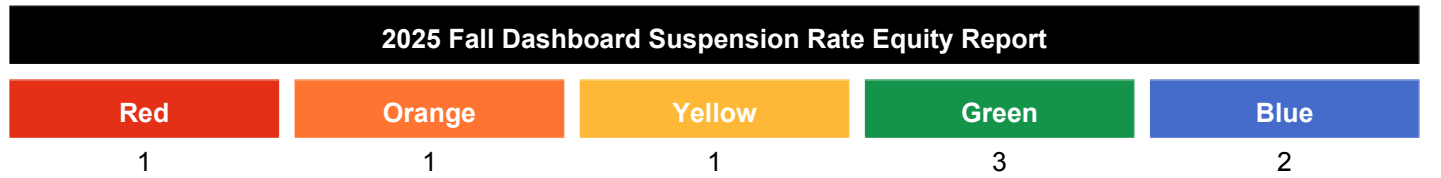
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.2% suspended at least one day Declined 0.5% 644 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 62 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 6.3% suspended at least one day Increased 1.8% 48 Students	Socioeconomically Disadvantaged  Green 1.7% suspended at least one day Declined 0.9% 296 Students

Students with Disabilities  Green 1.5% suspended at least one day Declined 1.8% 134 Students	African American  Blue 0% suspended at least one day Maintained 0% 34 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Declined 10.5% 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 1.1% suspended at least one day Maintained 0% 270 Students
Two or More Races  Orange 2.1% suspended at least one day Increased 2.1% 96 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 1.4% suspended at least one day Declined 1.4% 218 Students

Conclusions based on this data:

1. Homeless Youth are in the red performance color.
2. African Americans are in the blue performance color.
3. Other student groups that need restorative interventions include Hispanic (Yellow) and Two or More Races (orange).

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

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

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.

Based on the i-Ready Diagnostic and ELPI metrics, multilingual learners are a student group with greater needs. There is a discrepancy between proficiency rates of all students and multilingual learners. Additionally, students with disabilities and socioeconomically disadvantages student groups are also not performing close to the same proficiency rates as all students in CAASPP and i-Ready.

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)	CAASPP 2024-2025 All students, Grades 3-5 - 63%	CAASPP 2025-2026: All students, Grades 3-5: 70%
	English Learners, Grades 3-5 - 26%	English Learners, of testing age - 32%
	Socioeconomically Disadvantaged Students, Grades 3-5 - 49%	Socioeconomically Disadvantaged Students, of testing age - 55%
	Students with Disabilities, Grades 3- 5- 16%	Students with Disabilities, of testing age - 22%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 : All students - 43%	2026-2027 i-Ready Diagnostic 2: All students - 50%
	English Learners - 5%	English Learners -12%
	Socioeconomically Disadvantaged Students - 28%	Socioeconomically Disadvantaged Students - 32%
	Students with Disabilities - 20%	Students with Disabilities - 26%

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	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.		
1.2	Implement consistent K-2 research based phonics and phonemic awareness program including explicit, systematic instruction and regular progress monitoring to inform targeted support.	All students, with an emphasis on: * Students with Disabilities * Socioeconomically Disadvantaged Students * Multilingual Learners	
1.3	VAPA release time to strengthen Tier I and Tier II instruction by analyzing data to inform instructional next steps and participate in related professional learning, with an additional emphasis on monitoring our MEL students.	All students, with an emphasis on: * Multilingual Learners	
1.4	Provide professional learning on comprehensible strategies for multilingual learners such as visual supports and sentence frames, to be implemented during integrated and designated ELD.	Multilingual Learners	

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

By June 2027, all students, specifically Students with Disabilities and Multilingual students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready Diagnostic in Math.

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.

Based on the i-Ready Diagnostic and CAASPP data, Students with Disabilities and Multilingual Learners are a the two student groups with the greatest needs. There is a discrepancy between proficiency rates of all students and these two student groups.

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)	2024-2025 SBAC Math, Grades 3-5: All students - 56%	2025-2026 SBAC Math, Grades 3-5: All students - 62%
	English Learners, Grades 3-5 - 26%	English Learners, of testing age - 34%
	Socioeconomically Disadvantaged Students, Grades 3-5 - 42%	Socioeconomically Disadvantaged Students of testing age- 50%
	Students with Disabilities, Grades 3-5 - 16%	Students with Disabilities of testing age - 24%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 31%	2026-2027 i-Ready Diagnostic 2: All Students - 39%
	English Learners - 7%	English Learners - 15%
	Socioeconomically Disadvantaged Students - 20%	Socioeconomically Disadvantaged Students - 28%
	Students with Disabilities - 14%	Students with Disabilities - 22%

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	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All students	
2.2	Provide ongoing professional learning on the implementation Math Language Routines embedded in the new math adopted curriculum, emphasizing teacher modeling of structured academic discourse and students' language development. Additionally, provide ongoing professional learning to increase the use of comprehensible input strategies (e.g., visual supports), resulting in increased classroom implementation to support access and language development for Multilingual Learners (MLs)	All students, with an emphasis on: * Students with Disabilities * Multilingual Learners	
2.3	VAPA release time to strengthen Tier I and Tier II instruction by analyzing data to inform instructional next steps and participate in related professional learning, with an additional emphasis on monitoring their MEL students and adding needed scaffolds.	All students, with an emphasis on: * Students with Disabilities * Multilingual Learners	
2.4	Use collaboration time for teachers to collaboratively explore and implement the new math curriculum, reflect on lesson effectiveness, and adjust instruction based on student engagement and formative assessment data.	All students, with an emphasis on: * Students with Disabilities * Multilingual Learners	

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

By June 2027, the school will decrease chronic absenteeism school-wide by 3%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The average chronic absenteeism rate for Students with Disabilities was 28.8% which is 15.9% higher than the percentage of all students.

The average chronic absenteeism rate for Homeless Youth was 48.8% which is 35.9% higher than the percentage of all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 12.9%. * Homeless Youth - 48.8% * Students with Disabilities - 28.8%	In 2025-2026, we will reduce the rate of chronic absenteeism by 3%. * Homeless Youth - 40% * Students with Disabilities - 20%

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	Implement a school-wide attendance improvement system grounded in relationship-building and a tiered intervention framework by establishing a site-based Attendance Team that regularly reviews attendance data during designated collaboration time to identify "spotlight students," analyze patterns, and coordinate supports.	All Students, Homeless, Students with Disabilities	

	• Tier 1 includes school-wide attendance practices and incentive systems to promote consistent attendance for all students • Tier 2 identifies students at risk of chronic absenteeism and provides targeted supports such as attendance conferences, family outreach, mentoring, and incentives -Tier 3 delivers intensive, individualized interventions including small group supports and personalized attendance plans to re-engage chronically absent students, with ongoing adjustment of interventions based on student response.		
--	--	--	--

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

By June 2027, the school will improve overall school climate by reducing suspension rates, especially for the homeless youth student group, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The percentage of students who responded favorably in the domain of emotional regulation at 54%, the lowest of the domains.

The percentage of parents who responded favorably in the domain of school safety was XX%, the lowest of the domains.

Maintaining the suspension rate for all students while decreasing suspension for homeless students and students with two or more races.

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
Annual Spring Panorama Survey (4-5 grades only)	The percentage of {list the grades} students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 54% Grit 58% Growth Mindset 54% School Climate 67% School Safety 63% Self-Efficacy 57% Self-Management 72% Sense of Belonging 68% Social Awareness 71% Supportive Relationships 91%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 60% Grit 64% Growth Mindset 60% School Climate 71% School Safety 70% Self-Efficacy 63% Self-Management 76% Sense of Belonging 74% Social Awareness 77% Supportive Relationships 95%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows:	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain:

	Support for Academic Learning - 86% Sense of Community - 89% Sense of Safety - 84%	Support for Academic Learning - 90% Sense of Community - 95% Sense of Safety - 90%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 1.2%. * Homeless Youth: 6.3%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will maintain. * Homeless Youth: 3%

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	Continue to implement the Second Step social-emotional learning curriculum school-wide to strengthen students' self-management, empathy, and responsible decision-making skills. Classroom teachers will deliver regular SEL lessons aligned to the program, while additional whole-class support will be provided for students needing targeted behavioral and social-emotional interventions, focusing on developing the greatest skills our students currently need like emotional regulation.	All students, with an emphasis on: * Homeless Youth * Two or More Races	
4.2	Re-establish a school-wide Positive Behavioral Interventions and Supports (PBIS) framework by explicitly teaching behavioral expectations, consistently reinforcing positive behaviors, and using discipline and behavior data to monitor implementation and adjust supports.	All students, with an emphasis on: * Homeless Youth * Two or More Races	
4.3	Implement targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, childcare, and multiple engagement opportunities to support student learning.	All students, with an emphasis on: * Homeless Youth * Two or More Races * MEL	

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	\$TBD
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 (\$)

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 (\$)

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

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number

Total Expenditures

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Meghann Young	Principal
Karen Gorence	Classroom Teacher
Toni Henrickson	Classroom Teacher
Karen Zahner	Classroom Teacher
Sandra Kern	Other School Staff
Lannette Sugihara	Parent or Community Member
Hauhna Hicks	Parent or Community Member
Aaron Meyer	Parent or Community Member
Louis Banks	Parent or Community Member
Thomas Bahr	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2026.

Attested:




Principal, Kimberly Stearns on April 20, 2026

SSC Chairperson, Toni Henrikson on April 20, 2026

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/>

Updated by the California Department of Education, October 2023