

SPSA Plan Type

Schoolwide Program
Additional Targeted Support and Improvement

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clifford D. Murray Elementary School	19642796011241	May 31,2024	

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

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

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

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

This plan is being used by Clifford D. Murray Elementary School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

SPSA Plan Type

Schoolwide Program
Additional Targeted Support and Improvement

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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, align them with the priority goals of the school and the Local Educational Agency (LEA) that are being realized under the state's LCFF. 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.

The Murray SPSA is also used as the plan to meet the requirements for Additional Targeted Support and Intervention (ATSI).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC consists of the principal, elected members, including three classroom teachers, one additional elected staff member, and five elected parents/community members. The SSC meets four to five times a year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

Resource Inequities

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

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

The ESSA states that resource inequities may include a review of LEA and school level budgets. Through the comprehensive needs analysis, the District reviews a variety of data to identify, evaluate and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard

metrics and ESSA requirements. Local, state and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated general funds based on a per pupil allocation as well. California Dashboard shows the District met standard for appropriately assigned teachers and all students have access to their own copies of instructional materials for home and school. For 2024-2025, resource inequities will consist of a reduction of \$60,000 in funds. This reduction will present challenges in meeting Goal1 and Goal 2. Although, support staff (i.e. resource teacher, success coach, community liaison) are funded through Title 1, there is an insufficient amount of monies to fund materials that are needed for programs such as SEAL, software and licenses, and personnel cost to fully implement needed professional learning communities, staff development, and after school tutoring.

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.

The California Dashboard rated the overall performance as orange or red in the following performance categories: suspension rates, English Language Arts (ELA), and math. In the category of suspension rates, the California Dashboard revealed a rating of red with 5.6% of students suspended at least one day. The student groups with a red rating within the suspension rate category includes English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. In the category of ELA the California Dashboard revealed an overall rating of orange. The student groups with an orange rating include: the Hispanic subgroup, and the socioeconomically disadvantaged group. Within the ELA category, English learners received a rating of red in ELA. Furthermore, in the category of math, the California Dashboard revealed an overall rating of orange. The student groups with an orange rating included the following: English learners, Hispanic and socioeconomically disadvantaged groups.

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.

The California Dashboard demonstrated the following student groups with two or more performance levels below the "all student" performance. English learners received a rating of red in both the suspension rate and ELA. The Hispanic and socioeconomically disadvantaged students received a rating of red in suspension rates, ELA and math.

Other Needs

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

In addition to the data from the California Dashboard, District diagnostic iReady data was collected by the LEA to measure pupil outcomes. The results of District diagnostic iReady assessment revealed the following data in the category of ELA: 26% of students met or exceeded standards in ELA. Further, 41% of students were one grade level below standards, while 34% of students were two or more years below standards in the category of ELA. Additionally, the results of District diagnostic iReady assessment revealed the following data in the category of math: 20% of students met or exceeded standards in math. Lastly, 54% of students were one grade level below standards, while 27% of students were two or more years below standards in the category of math.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.4%	0.20%	0%	2	1	0
Asian	1.6%	2.23%	2.59%	8	11	12
Filipino	0.8%	0.41%	0.22%	4	2	1
Hispanic/Latino	96.6%	95.33%	95.91%	488	470	445
Pacific Islander	%	%	0%		0	0
White	0.4%	0.81%	0.65%	2	4	3
Multiple/No Response	%	%	0%		0	0
Total Enrollment				505	493	464

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	89	95	87
Grade 1	50	70	65
Grade 2	71	49	70
Grade3	66	68	45
Grade 4	78	62	64
Grade 5	80	73	54
Grade 6	71	76	77
Grade 7			2
Total Enrollment	505	493	464

Conclusions based on this data:

1. The number of students enrolled in second grade increased in the 2023-2023 school year by 21 students.
2. The number of third graders enrolled decreased significantly by 23 students in 2022-2023.
3. The number of fifth graders enrolled decreased significantly by 19 students in 2022-2023.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	199	199	208	39.4%	40.4%	44.8%
Fluent English Proficient (FEP)	93	77	50	18.4%	15.6%	10.8%
Reclassified Fluent English Proficient (RFEP)	16	8		8.0%		

Conclusions based on this data:

1. The number of English learners enrolled at Murray increased by nine students during the 2022-2023 school year.
2. There was a decrease of enrolled Initial Fluent English Proficient (IFEP) from in 2022-2023 of 50 students, down 27 students from the 2021-2022 school year.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has not yet been released by the state for the 2021-2022 and 2022-2023 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	70	49	0	68	46	0	68	46	0.0	97.1	93.9
Grade 4	76	60	65	0	60	63	0	60	63	0.0	100.0	96.9
Grade 5	80	77	54	0	75	54	0	74	54	0.0	97.4	100.0
Grade 6	65	76	80	0	75	78	0	75	78	0.0	98.7	97.5
All Grades	286	283	248	0	278	241	0	277	241	0.0	98.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.	2343.		4.41	2.17		17.65	6.52		23.53	30.43		54.41	60.87
Grade 4		2391.	2413.		6.67	7.94		13.33	20.63		18.33	22.22		61.67	49.21
Grade 5		2494.	2446.		17.57	9.26		29.73	18.52		25.68	25.93		27.03	46.30
Grade 6		2517.	2508.		8.00	7.69		36.00	38.46		32.00	26.92		24.00	26.92
All Grades	N/A	N/A	N/A		9.39	7.05		24.91	23.24		25.27	26.14		40.43	43.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.94	2.17		60.29	52.17		36.76	45.65
Grade 4		8.33	7.94		55.00	55.56		36.67	36.51
Grade 5		14.86	9.26		68.92	55.56		16.22	35.19
Grade 6		5.33	10.26		66.67	61.54		28.00	28.21
All Grades		7.94	7.88		63.18	56.85		28.88	35.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.47	0.00		48.53	43.48		50.00	56.52
Grade 4		5.00	3.17		38.33	55.56		56.67	41.27
Grade 5		14.86	5.56		64.86	55.56		20.27	38.89
Grade 6		14.67	7.69		61.33	58.97		24.00	33.33
All Grades		9.39	4.56		54.15	54.36		36.46	41.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	0.00		73.53	76.09		20.59	23.91
Grade 4		5.00	6.35		66.67	80.95		28.33	12.70
Grade 5		10.81	3.70		72.97	77.78		16.22	18.52
Grade 6		13.33	12.82		74.67	75.64		12.00	11.54
All Grades		9.03	6.64		72.20	77.59		18.77	15.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	0.00		75.00	67.39		19.12	32.61
Grade 4		8.33	4.76		61.67	71.43		30.00	23.81
Grade 5		8.11	5.56		75.68	66.67		16.22	27.78
Grade 6		24.00	14.10		64.00	74.36		12.00	11.54
All Grades		11.91	7.05		69.31	70.54		18.77	22.41

Conclusions based on this data:

1. The aggregate percentage of students who did not meet standards in the 2022-2023 school year was 69.71%.
2. In the area of reading, 35.27% of students were below standards during the 2022-2023 school year.
3. In the area of writing, 41.8% of students were below standard during the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	70	49	0	70	49	0	70	49	0.0	100.0	100.0
Grade 4	76	60	65	0	60	65	0	60	65	0.0	100.0	100.0
Grade 5	80	77	54	0	77	54	0	77	54	0.0	100.0	100.0
Grade 6	65	76	80	0	75	80	0	75	80	0.0	98.7	100.0
All Grades	286	283	248	0	282	248	0	282	248	0.0	99.6	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2368.		4.29	6.12		24.29	6.12		28.57	34.69		42.86	53.06
Grade 4		2400.	2434.		8.33	7.69		6.67	20.00		28.33	35.38		56.67	36.92
Grade 5		2479.	2451.		12.99	5.56		12.99	12.96		35.06	29.63		38.96	51.85
Grade 6		2517.	2518.		9.33	21.25		22.67	20.00		40.00	27.50		28.00	31.25
All Grades	N/A	N/A	N/A		8.87	11.29		17.02	15.73		33.33	31.45		40.78	41.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	6.12		48.57	38.78		44.29	55.10
Grade 4		10.00	10.77		33.33	43.08		56.67	46.15
Grade 5		10.39	1.85		45.45	48.15		44.16	50.00
Grade 6		10.67	16.25		52.00	51.25		37.33	32.50
All Grades		9.57	9.68		45.39	45.97		45.04	44.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86	8.16		48.57	42.86		38.57	48.98
Grade 4		10.00	7.69		33.33	49.23		56.67	43.08
Grade 5		15.58	3.70		58.44	53.70		25.97	42.59
Grade 6		13.33	12.50		68.00	62.50		18.67	25.00
All Grades		13.12	8.47		53.19	53.23		33.69	38.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	6.12		61.43	53.06		31.43	40.82
Grade 4		8.33	7.69		40.00	63.08		51.67	29.23
Grade 5		15.58	3.70		49.35	59.26		35.06	37.04
Grade 6		14.67	20.00		62.67	58.75		22.67	21.25
All Grades		11.70	10.48		53.90	58.87		34.40	30.65

Conclusions based on this data:

1. In the overall achievement of mathematics, 72.98% of students were below the standard in the 2022-2023 school year.
2. In the overall achievement of students, 27.02% of students either met or exceeded the standards in mathematics during the 2022-2023 school year.
3. In the 2022-2023 school year, there were 10.48% of students who were above the standard in communicating reasoning.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.0	1397.0	1401.6	1410.1	1397.1	1411.4	1376.0	1397.0	1378.5	31	36	43
1	1427.3	1451.3	1435.5	1444.3	1470.2	1448.1	1409.8	1431.7	1422.3	21	23	24
2	1449.1	1484.5	1448.6	1454.4	1496.3	1461.5	1443.3	1472.2	1435.2	31	20	24
3	1467.6	1474.4	1490.3	1477.2	1482.8	1495.8	1457.6	1465.4	1484.2	36	32	22
4	1492.1	1492.5	1503.4	1493.6	1498.2	1493.1	1490.4	1486.2	1512.9	27	34	30
5	1512.8	1523.7	1528.2	1512.8	1523.1	1531.1	1512.4	1523.8	1525.0	32	29	27
6	1521.6	1537.5	1528.4	1529.5	1541.0	1524.9	1513.1	1533.8	1531.4	31	28	28
All Grades										209	202	198

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	8.33	6.98	29.03	19.44	27.91	48.39	50.00	41.86	16.13	22.22	23.26	31	36	43
1	0.00	8.70	4.17	28.57	34.78	29.17	52.38	39.13	41.67	19.05	17.39	25.00	21	23	24
2	3.23	5.00	0.00	41.94	80.00	50.00	38.71	10.00	29.17	16.13	5.00	20.83	31	20	24
3	2.78	9.38	13.64	22.22	34.38	54.55	44.44	28.13	13.64	30.56	28.13	18.18	36	32	22
4	3.70	8.82	13.33	29.63	35.29	26.67	48.15	29.41	43.33	18.52	26.47	16.67	27	34	30
5	9.38	24.14	25.93	50.00	34.48	33.33	28.13	27.59	37.04	12.50	13.79	3.70	32	29	27
6	22.58	28.57	21.43	22.58	39.29	42.86	45.16	21.43	14.29	9.68	10.71	21.43	31	28	28
All Grades	7.18	13.37	12.12	32.06	37.13	36.36	43.06	30.69	32.83	17.70	18.81	18.69	209	202	198

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.56	4.65	51.61	22.22	37.21	35.48	47.22	34.88	12.90	25.00	23.26	31	36	43
1	14.29	34.78	16.67	38.10	43.48	37.50	23.81	13.04	29.17	23.81	8.70	16.67	21	23	24
2	12.90	40.00	20.83	41.94	40.00	41.67	35.48	20.00	29.17	9.68	0.00	8.33	31	20	24
3	25.00	28.13	40.91	30.56	37.50	31.82	27.78	18.75	13.64	16.67	15.63	13.64	36	32	22
4	25.93	26.47	30.00	44.44	32.35	43.33	22.22	38.24	16.67	7.41	2.94	10.00	27	34	30
5	43.75	41.38	37.04	34.38	44.83	55.56	9.38	6.90	7.41	12.50	6.90	0.00	32	29	27
6	35.48	50.00	42.86	38.71	32.14	32.14	16.13	7.14	7.14	9.68	10.71	17.86	31	28	28
All Grades	22.97	30.69	25.76	39.71	35.15	39.90	24.40	23.27	20.71	12.92	10.89	13.64	209	202	198

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	8.33	2.33	9.68	19.44	23.26	54.84	41.67	51.16	29.03	30.56	23.26	31	36	43
1	0.00	8.70	0.00	19.05	13.04	16.67	47.62	17.39	41.67	33.33	60.87	41.67	21	23	24
2	0.00	0.00	0.00	29.03	35.00	45.83	35.48	55.00	4.17	35.48	10.00	50.00	31	20	24
3	0.00	0.00	0.00	11.11	25.00	27.27	25.00	34.38	50.00	63.89	40.63	22.73	36	32	22
4	3.70	0.00	6.67	7.41	23.53	30.00	48.15	29.41	40.00	40.74	47.06	23.33	27	34	30
5	3.13	10.34	7.41	9.38	20.69	18.52	62.50	41.38	48.15	25.00	27.59	25.93	32	29	27
6	3.23	3.57	7.14	19.35	32.14	39.29	41.94	50.00	32.14	35.48	14.29	21.43	31	28	28
All Grades	2.39	4.46	3.54	14.83	23.76	28.28	44.50	38.12	39.39	38.28	33.66	28.79	209	202	198

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	11.11	4.65	87.10	58.33	72.09	9.68	30.56	23.26	31	36	43
1	19.05	30.43	20.83	61.90	69.57	66.67	19.05	0.00	12.50	21	23	24
2	9.68	25.00	16.67	77.42	65.00	70.83	12.90	10.00	12.50	31	20	24
3	13.89	28.13	31.82	61.11	43.75	50.00	25.00	28.13	18.18	36	32	22
4	18.52	41.18	40.00	70.37	50.00	56.67	11.11	8.82	3.33	27	34	30
5	21.88	10.34	37.04	68.75	79.31	62.96	9.38	10.34	0.00	32	29	27
6	22.58	32.14	21.43	58.06	64.29	53.57	19.35	3.57	25.00	31	28	28
All Grades	15.31	25.25	23.23	69.38	60.40	62.63	15.31	14.36	14.14	209	202	198

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	2.78	11.63	70.97	72.22	62.79	16.13	25.00	25.58	31	36	43
1	14.29	21.74	16.67	66.67	69.57	66.67	19.05	8.70	16.67	21	23	24
2	29.03	45.00	45.83	64.52	55.00	41.67	6.45	0.00	12.50	31	20	24
3	36.11	53.13	45.45	44.44	31.25	40.91	19.44	15.63	13.64	36	32	22
4	40.74	23.53	20.00	51.85	58.82	66.67	7.41	17.65	13.33	27	34	30
5	59.38	79.31	62.96	28.13	13.79	37.04	12.50	6.90	0.00	32	29	27
6	77.42	57.14	57.14	12.90	28.57	25.00	9.68	14.29	17.86	31	28	28
All Grades	39.71	39.11	34.85	47.37	47.03	50.00	12.92	13.86	15.15	209	202	198

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	8.33	2.33	70.97	61.11	72.09	22.58	30.56	25.58	31	36	43
1	14.29	17.39	8.33	33.33	8.70	33.33	52.38	73.91	58.33	21	23	24
2	0.00	10.00	25.00	70.97	75.00	25.00	29.03	15.00	50.00	31	20	24
3	2.78	0.00	0.00	25.00	40.63	59.09	72.22	59.38	40.91	36	32	22
4	3.70	0.00	13.33	51.85	47.06	53.33	44.44	52.94	33.33	27	34	30
5	6.25	13.79	7.41	65.63	55.17	59.26	28.13	31.03	33.33	32	29	27
6	3.23	0.00	25.00	35.48	60.71	39.29	61.29	39.29	35.71	31	28	28
All Grades	4.78	6.44	11.11	50.72	50.00	51.01	44.50	43.56	37.88	209	202	198

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.58	30.56	34.88	32.26	38.89	34.88	45.16	30.56	30.23	31	36	43
1	0.00	4.35	4.17	76.19	82.61	75.00	23.81	13.04	20.83	21	23	24
2	3.23	5.00	0.00	61.29	90.00	79.17	35.48	5.00	20.83	31	20	24
3	2.78	6.25	4.55	44.44	75.00	81.82	52.78	18.75	13.64	36	32	22
4	0.00	2.94	20.00	74.07	64.71	70.00	25.93	32.35	10.00	27	34	30
5	6.25	17.24	25.93	68.75	72.41	62.96	25.00	10.34	11.11	32	29	27
6	12.90	25.00	25.00	74.19	67.86	57.14	12.90	7.14	17.86	31	28	28
All Grades	7.18	13.86	18.69	60.29	67.82	62.63	32.54	18.32	18.69	209	202	198

Conclusions based on this data:

1. In the past three years, students in fifth grade maintained a slight increase in the percentage of students who scored a four.

2. Students in third grade who scored a four showed significant growth in the past three years.
3. Students in fourth grade who scored a four showed significant growth in the past three years.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	91.8	44.8	0.6
Total Number of Students enrolled in Clifford D. Murray Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	208	44.8
Foster Youth	3	0.6
Homeless	27	5.8
Socioeconomically Disadvantaged	426	91.8
Students with Disabilities	58	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	12	2.6
Filipino	1	0.2
Hispanic	445	95.9
White	3	0.6

Conclusions based on this data:

1. 91.8% of the Murray's population is socioeconomically disadvantaged.
2. The English learner population at Murray is 44.8%.
3. 95.9% of the student population is Hispanic.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The data reveals increased percentages in the suspension rate, resulting in an indicator of red.
2. Murray must improve academic indicators in the areas of ELA and mathematics as both indicators are orange.
3. English learner progress showed positive growth resulting in an indicator of green.

School and Student Performance Data

Academic Performance English Language Arts

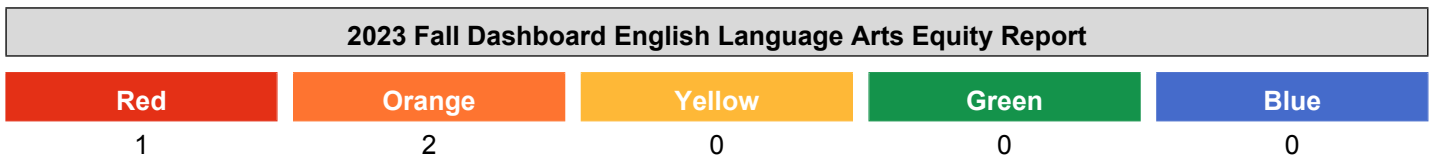
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 51.5 points below standard Decreased Significantly -15.3 points 231 Students	English Learners  Red 71.6 points below standard Decreased Significantly -24.6 points 123 Students	Foster Youth Less than 11 Students 2 Students
Homeless 86.8 points below standard Decreased -13.1 points 13 Students	Socioeconomically Disadvantaged  Orange 53.8 points below standard Decreased Significantly -16.2 points 214 Students	Students with Disabilities 60.1 points below standard Decreased Significantly -19.4 points 17 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.8 points below standard Decreased Significantly - 15.5 points 222 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.4 points below standard Decreased -10.2 points 96 Students	1.2 points below standard Decreased Significantly -28.4 points 27 Students	52.8 points below standard Decreased Significantly -21.5 points 78 Students

Conclusions based on this data:

1. In ELA, English learners scored 71.6 points below standard.
2. In ELA, all students scored 51.5 points below the standard.
3. In ELA, socioeconomically disadvantaged students scored 53.8 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

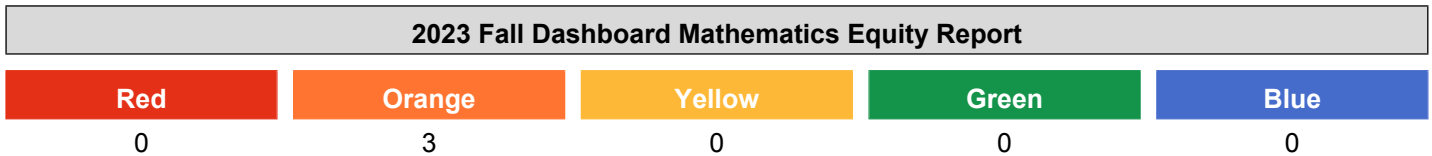
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 50.4 points below standard Maintained +0.7 points 231 Students	English Learners  Orange 64.3 points below standard Decreased -3.7 points 123 Students	Foster Youth Less than 11 Students 2 Students
Homeless 77.4 points below standard Decreased Significantly -20 points 13 Students	Socioeconomically Disadvantaged  Orange 51.3 points below standard Maintained +1.6 points 214 Students	Students with Disabilities 50.6 points below standard Decreased -7.4 points 17 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.1 points below standard Maintained +0.2 points 222 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.2 points below standard Increased +8 points 96 Students	11.3 points below standard Decreased -8.5 points 27 Students	55.2 points below standard Decreased -5.4 points 78 Students

Conclusions based on this data:

1. All students scored 50.4 points below the standard in math.
2. The socioeconomically disadvantaged student population scored 51.3 points below the standard in math.
3. English learners scored 64.3 points below the standard in math.

School and Student Performance Data

Academic Performance English Learner Progress

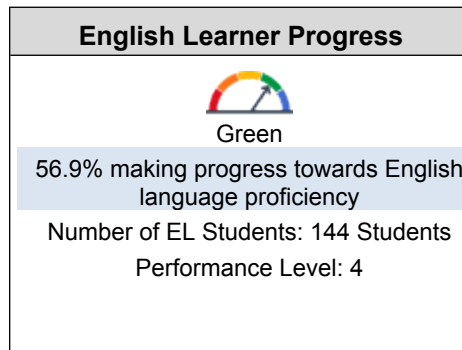
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	47	1	81

Conclusions based on this data:

1. Of the 157 English learner students, 56.9% are making progress towards English language proficiency.
2. There were 15 students who decreased in one English Learner Proficiency Level Indicator (ELPI) level.
3. There were 81 students who progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 33.7% Chronically Absent Declined Significantly -8 492 Students	 Yellow 27.4% Chronically Absent Declined Significantly -3.9 226 Students	Less than 11 Students 7 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.5% Chronically Absent Declined -20.8 27 Students	 Yellow 33.3% Chronically Absent Declined Significantly -7.6 445 Students	 Red 52.4% Chronically Absent Increased 4.4 63 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	23.1% Chronically Absent Increased 4.9 13 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.1% Chronically Absent Declined Significantly -7.5 466 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. There were 52.4% of the students with disabilities that were chronically absent. This increased by 4.4%.
2. All students declined 8% in chronic absenteeism.
3. There were 33.3% of the socially disadvantaged students that were chronically absent--a significant decline of 7.6%.

School and Student Performance Data

Conditions & Climate Suspension Rate

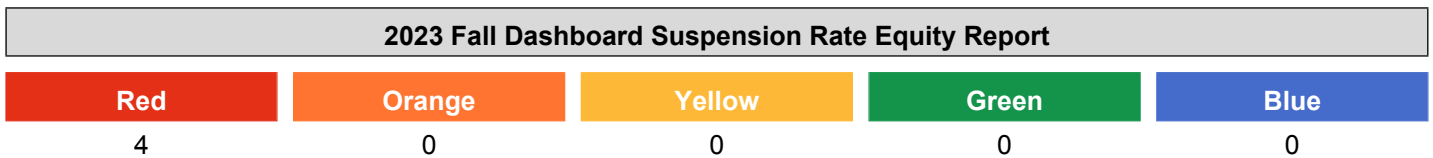
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>5.6% suspended at least one day</p> <p>Increased Significantly 5.1 499 Students</p>	<p>English Learners</p> <p>Red</p> <p>7.9% suspended at least one day</p> <p>Increased Significantly 7 229 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 7 Students</p>
<p>Homeless</p> <p>10.3% suspended at least one day</p> <p>Increased 10.3 29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>6.2% suspended at least one day</p> <p>Increased Significantly 5.6 450 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>9.4% suspended at least one day</p> <p>Increased 8.1 64 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	15.4% suspended at least one day Increased 15.4 13 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 5.1% suspended at least one day Increased Significantly 4.5 473 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. The Hispanic student population had 5.1% of students suspended at least one day, resulting in an indicator of red.
2. The English learner population had 7.9% of students suspended for a least one day, a significant increase that resulted in a red indicator.
3. The homeless population had 10.3% of students suspended at least once a day, again resulting in an indicator of red. These are urgent data points that must be addressed.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, Murray will increase student academic achievement in ELA and math by engaging students in rigorous standards-based instruction and providing intervention to address student academic needs as measured by an increase in the percent of students who met or exceeded in District ELA and math assessments and decrease the percent of students scoring in not met.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math percent proficient as measured by the state assessment	Students meeting or exceeding standards will increase by 5%-10%, and students in the not met range will decrease by 10%.	Smarter Balance Assessments: 2022-2023 27.02% Met or Exceeded 41.53% Standard Not Met 2021-2022 25.89% Met or Exceed 40.78% Standard Not Met
Reading Inventory Lexile Range	Students reading on grade level will increase by 3%-5% or more and students reading in the below basic range will decrease by 10%.	iReady ELA Diagnostic Assessments 2023-2024 26% Met or Exceeded 34% Below Basic 2022-2023 29% Met or Exceeded 32% Below Basic

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As part of the school plan, the resource teacher and success coach provided differentiated instruction during the school-wide intervention WIN time. The following student groups were addressed: newcomer students, students one and two years below standards, English learners, and students at or who exceeded grade level standards. The following strategies were implemented during WIN time, newcomer student support time, and during after school tutoring to achieve the articulated goal: guided reading, shared reading, word manipulation, phonemic awareness, phonics games, independent groups, book clubs, literacy centers, and guided writing. For the first year of implementation of WIN time, the overall effectiveness was a success resulting in an increase in proficiency by 19%. In addition, the implementation of strategies resulted in a

decrease of students who were two-years below standards. Fifty-one students met their stretch growth.

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

Money allocated to meet Goal 1 funded employee salaries for afterschool tutoring. The number of staff members that participated in after school tutoring was less than what was originally anticipated. In retrospect, more resources should have been allocated towards personnel salaries for WIN PLCs as well as for WIN consultation, and professional development. A difference in the budget expenditures needed to meet the articulated goal included the funding of substitutes for WIN PLCs.

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

The changes that will be made for Goal 1 will consist of the following: funding will be set aside to provide teachers with subs, professional development, additional hours and collaborative planning time for teachers to PLC for WIN every six weeks after district diagnostic assessments as well as school wide assessments such as: iReady Reading and Writing Diagnostic assessments, Running Records, and spelling inventories. Additional monies will be set aside for materials/supplies/licenses or resources. In addition, after school tutoring will continue in order to provide intensive intervention for students who are at the basic and below basic levels. Monies will also be used to contract Nancy Akhaven to assist in the second year implementation of ELA WIN at Murray. These operating expenses can be found under operating expenditures and employee salaries for Strategy 1.1 and 1.2.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, student academic achievement in ELD will increase by engaging in rigorous ELD instruction to address student language needs as measured by an increase in the numbers of students who reclassify and decrease the percent of students in the below basic range of the District Reading Inventory assessment. Moving students from below basic to basic will help increase our reclassification rate.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Murray was identified in spring 2023 as an ATSI school site due to low performance in ELA for the English learner subgroup. The California Dashboard demonstrated that 51.5% of all students were below the standard with an overall rating of orange. The California Dashboard shows the English learner subgroup at 71.6 points below standard with a rating of red. Murray implemented a school-wide intervention program, known as WIN TIME ("What I Need"). WIN Time is an intervention program that is implemented twice a day during two- fifty minute blocks. During WIN time, students are provided with small group instruction to address skills they need based on the results of school-wide and district-wide assessments such as running records, spelling inventories, and iReady Diagnostic Assessments during small group instruction. Implementing WIN Time yielded an increase in the percentage rates of students who met or exceeded standards by 16%. After school tutoring, intensive ELA intervention by the resource teacher and success coach also yielded effective results in raising proficiency levels. Murray is also in its third year of implementing SEAL strategies providing students with academic instruction, such as chants, language functions, draw and label charts, and sentence pattern charts. The school-wide implementation of SEAL has contributed to the overall effectiveness in achieving the articulated goal of raising the ELA proficiency levels and reclassification rates.

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

Most of the monies allocated to meet goal 2 was allocated towards employee salaries for afterschool tutoring. The number of staff members that participated in after school tutoring was less than what was originally anticipated. In retrospect, more resources should have been allocated towards personnel salaries for SEAL PLCs as well as for SEAL materials and supplies.

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

The changes that will be made for Goal 2 will consist of the following: Funding will be set aside to provide teachers with subs, professional development, additional hours and collaborative planning time for teachers to PLC and for SEAL unit planning. Additional monies will be set aside for materials/supplies/licenses or resources. In addition, after school tutoring will continue in order to provide intensive intervention for students who are at the basic and below basic levels. Monies will also be used to contract Nancy Akhaven to assist in the second year implementation of WIN at Murray. These operating expenses can be found under operating expenditures and employee salaries for Strategy 2.1 and 2.2.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024, the learning environment and school climate will improve for all students as measured by a reduction of chronic absenteeism rates and suspension rates.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

At the start of the 2023-2024 academic school year, the California Dashboard revealed Murray chronic absenteeism at 33.3% with an overall rating of yellow, and an overall rating of red in suspension rate. To reduce chronic absenteeism, Tier1, Tier 2 and Tier 3 strategies were implemented: implementation of school-wide events to motivate student attendance at school such as, Trunk or Treat, Halloween Parade, Winter Festival, Muffins with Caregivers, Doughnut with Caregivers, Knott's Berry Farm raffle tickets for students with outstanding participation with no more than one absence per month. In addition, bringing school-wide experiences such as Mobile Zoo of Southern California, Career Day, and Wellness Pop-up. Further, phone calls home, home visits, meetings with the Title 1 community liaison, intervention through the community schools team, and District meetings to address chronic absenteeism yielded great effectiveness in reducing chronic absenteeism by 10%. At the start of the 2023-2024 academic school year, to reduce the suspension rate, the following strategies were implemented: school-wide peer mediation and restorative circles, weekly check-ins with the principal, and the community schools team, and PBIS reward assemblies. These strategies yielded great effectiveness minimizing the overall suspension rate to less than 0.23% for the 2023-2024 academic school year.

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

In reviewing the monies that were allocated to meet Goal 5, all of the funding was allocated toward employee salaries. Funds were not used for materials and supplies.

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

Changes that will be made for Goal 5 will be allocating operating expenses for yearly events to reduce chronic absenteeism for the 2024-2025 academic school year. Planned days for PBIS staff development days will be scheduled twice during the school year. These operating expenses can be found under operating expenditures and employee salaries for Strategy 5.1 and 5.2.

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.

Increase of percentage on student success on Reading/Language Arts and Mathematics.

By June 2025, Murray will increase student academic achievement in ELA and math by engaging all students in rigorous standards-based instruction and providing school-wide intervention to address student academic needs as measured by an increase in the percent of students who met or exceeded in district ELA and math assessments and decrease the percent of students scoring in not met.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- AUSD will ensure growth and achievement for all students on California State Standards.

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.

Murray will increase number of students meeting or exceeding standards in language arts and math and decrease the number of students at basic and below basic levels as measured by the iReady district assessments, as well as state assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA percent proficient as measured by the state assessment	All Students-30.29% English learners-12.87% SPED-16.67% SED-28.64% Reclassified-64.65%	Students meeting or exceeding standards will increase by 5%-10%, students in the not met range will decrease by 10%
Math percent proficient as measured by the state assessment	All Students-27.02% English learners-14.81% SPED-27.78% SED-27.93% Reclassified-57.77%	Students meeting or exceeding standards will increase by 5%-10%, and students in the not met range will decrease by 10%.
Reading Inventory Lexile Range	26% of students are reading at grade level and 34% of students are reading below basic on the iReady Diagnostic Assessments.	Students reading on grade level will increase by 3%-5% or more and students reading in the below basic range will decrease by 10%.

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	Provide professional learning and collaboration opportunities to support first best instruction through differentiation across content areas to increase student engagement and achievement. Funds will be allocated to provide teachers professional learning time to collaborate in small group PLC's ensuring opportunity to examine data and common formative assessments. (ie. extra hours or substitutes). Funds will be allocated for materials and supplies to support professional learning.	All students	5689 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Substitutes 1200 LCFF Supplemental 3000-3999: Employee Benefits Benefits for substitutes
1.2	Funds will be allocated to support students in need of additional instructional strategies or specific interventions/extended learning opportunities. Students will have access to supplemental instructional materials and computer software/hardware and/or online platforms to enrich adopted curriculum in both ELA and math. Identified students will be supported by the resource teacher and success coach to provide targeted and differentiated support to improve student achievement in math and language arts. In order to also meet students' diverse needs. Funds will be allocated to support students through after school tutoring, and literacy clubs.	Identified students	2595 Title I 4000-4999: Books And Supplies Materials/Supplies/Licenses (increase if carryover allows) 86782 Title I 1000-1999: Certificated Personnel Salaries Salary for resource teacher (70%) 22553 Title I 3000-3999: Employee Benefits Benefits for resource teacher (70%) 29900 Title I 1000-1999: Certificated Personnel Salaries Salary for success coach (40%) 10587 Title I 3000-3999: Employee Benefits Benefits for salary for success coach (40%)

			<p>4608 Title I 1000-1999: Certificated Personnel Salaries Extra hours for teachers to provide support/intervention (increase if carryover allows)</p> <p>4500 Title I 3000-3999: Employee Benefits Benefits for extra hours for teachers to provide support/interventions</p>
1.3	As a means to facilitate home/school partnerships with parents and families and in turn increase student engagement and achievement, allocated funds will support the positions of community liaison aide and library aide.	All students	<p>15000 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison aide</p> <p>1540 Title I 3000-3999: Employee Benefits Benefits for community liaison aide</p> <p>17016 Title I 2000-2999: Classified Personnel Salaries Salary for library aide</p> <p>1559 Title I 3000-3999: Employee Benefits Benefits for library aide</p> <p>2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Extra hours for classified</p> <p>400 LCFF Supplemental 2000-2999: Classified Personnel Salaries Benefits for extra hours for classified</p>

1.15			

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.

English Learner Progress

By June 2025, student academic achievement in ELD will increase by engaging in rigorous designated and integrated ELD instruction to address student language needs as measured by an increase in the numbers of students who reclassify and decrease the percent of students in the below basic range of the District Reading Inventory assessment. Moving students from below basic to basic will help increase our reclassification rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- AUSD will meet the diverse needs of English learner (EL) students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

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.

Increase reclassification rate
Increase academic achievement of ELs

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
ELPAC and iReady ELA Data	Current Reclassification Rate for 2023-2024 is 5.43%	For the 2024-2025 school year, the EL Reclassification Rate will increase by 4%.

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	Provide teachers with research based professional development that includes, but not limited to: Academic language objectives, deep knowledge of ELPAC blueprints, SEAL, academic language frames and stems, and SDAIE Strategies, adopted ELD Programs, assessments and materials. Set aside funds for professional development, subs, additional hours and collaborative planning time to ensure planning and implementation of first best instruction. Additional monies will be set aside for materials/supplies/licenses or resources.	English learners	4200 Title I 1000-1999: Certificated Personnel Salaries Additional hours for planning and implementation of SEAL and EL strategies (As Carryover Allows) 3000 LCFF Supplemental

			4000-4999: Books And Supplies Additional supplies for SEAL implementation
1.2	Implement research based practices to support English learner academic performance and reclassification. Ensure ELs are receiving integrated and designated ELD daily and targeted instructional strategies aligned with Principle 2 of the EL Roadmap. Funds will be allocated for bilingual instructional assistants to support comprehensible input and access to curriculum for English learners. Murray will also allocate funds to support site initiatives of oral language development in addition to reading/writing in a variety of instructional settings. Allocated funds will be set aside for both extra hours for classified and certificated teachers to provide targeted language support through such programming as After School, Camp ABC etc. Materials and supplies (licenses, books etc.) will be purchased to support the EL program.	English learners	51340 Title I 2000-2999: Classified Personnel Salaries Salaries for three instructional assistants 9472 Title I 3000-3999: Employee Benefits Benefits for salaries for instructional assistants 4000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hours 1000 LCFF Supplemental 3000-3999: Employee Benefits Benefits for certificated extra hours 3000 Title I 2000-2999: Classified Personnel Salaries Extra hours for classified 500 Title I 3000-3999: Employee Benefits Benefits for extra hours for classified 1500 Title I 4000-4999: Books And Supplies Materials and Supplies
1.21			

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Learning Environment and School Climate

By June 2025, the learning environment and school climate will improve for all students through school-wide community events, tiered supports and restorative practices as measured by a reduction of chronic absenteeism rates and suspension rates in the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5- AUSD will ensure safe and restorative school climates.

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.

Murray was identified in spring 2023 as an Assisted Targeted Supports and Intervention (ATSI) school site due to very high levels of chronic absenteeism in the subgroup of special education students. Murray continued in ATSI during the 2023-2024 school year. Additionally, all other subgroups had high levels of chronic absenteeism.

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
Chronic absenteeism as measured by the California School Dashboard	The chronic absenteeism rate for 2023-2024 is 23.1%	For the 2024-2025 school year, the chronic absenteeism rate will decrease by 10%.
Suspension rates as measured by the California School Dashboard	The suspension rate for 2023-2024 is 0.23%	For the 2024-2025 school year, the suspension rate will be no more than 0.23%

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	Murray will work with all partners to create a schoolwide attendance re engagement plan to ensure tiered support for all students. If carryover allows, funds will be set aside for additional hours for classified and certificated staff to provide supplemental supports such as home visits, phone calls home, meet with parents regarding attendance as a means to provide targeted and differentiated support. Murray will include community events to motivate and engage students to attend school.	Target students with high chronic absenteeism or attendance of 90% or below.	3711 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated additional hours 250 Title I 3000-3999: Employee Benefits

			Benefits for certificated additional hours
1.2	Murray has a need to reduce the number of suspensions and provide other means of correction in an effort to intervene in an instructional-focused restorative manner. Murray will re-engage with PBIS and provide other means of correction as a means to teach social skills and teach students through logical consequences. Monies will be set aside for peer mediation and restorative practices training. Partnering with local supports and community schools, additional hours may be set aside to carryover allows for teams to meet to ensure that PBIS systems and structures are in place.	All students	<p>3000 Title I 1000-1999: Certificated Personnel Salaries Substitutes</p> <p>1000 Title I 2000-2999: Classified Personnel Salaries Benefits for Substitutes</p> <p>4000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures</p>

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$295,902.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$270,902.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$270,902.00**

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$25,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$25,000.00**

Total of federal, state, and/or local funds for this school: **\$295,902.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	270,902.00	0.00
LCFF Supplemental	25,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	25,000.00
Title I	270,902.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	141,890.00
2000-2999: Classified Personnel Salaries	89,756.00
3000-3999: Employee Benefits	53,161.00
4000-4999: Books And Supplies	7,095.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	13,400.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	2,400.00
3000-3999: Employee Benefits	LCFF Supplemental	2,200.00
4000-4999: Books And Supplies	LCFF Supplemental	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4,000.00

1000-1999: Certificated Personnel Salaries	Title I	128,490.00
2000-2999: Classified Personnel Salaries	Title I	87,356.00
3000-3999: Employee Benefits	Title I	50,961.00
4000-4999: Books And Supplies	Title I	4,095.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	205,929.00
Goal 2	78,012.00
Goal 5	11,961.00

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:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/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