



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murdock Elementary	11-62661-6007603	April 21, 2026	May 7, 2026

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

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

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

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

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

Schoolwide Program

Murdock Elementary staff works in partnership with families and community educational partners to provide consistent, two-way communication that increases meaningful involvement in both the academic and social success of students. The school prioritizes engagement of underrepresented groups, including English Learners and socioeconomically disadvantaged families, through intentional outreach, leadership opportunities (SSC, ELAC), and accessible communication platforms.

Input gathered through the School Plan for Student Achievement process, along with ongoing meetings and collaboration, is used to directly inform site actions and strategies based on identified student needs and data. Our

schoolwide program is intentionally aligned with district LCAP goals to ensure a cohesive and focused approach that supports improved student outcomes for all students.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 6
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 22
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1 34
 - Goal 2..... 40
 - Goal 3..... 44
 - Goal 4..... 47
 - Goal 5..... 50
- Budget Summary 51
 - Budget Summary 51
 - Other Federal, State, and Local Funds 51
- Budgeted Funds and Expenditures in this Plan 52
 - Funds Budgeted to the School by Funding Source..... 52
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal..... 53
- School Site Council Membership 54
- Recommendations and Assurances 55
- Instructions..... 56
- Appendix A: Plan Requirements 63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements66
Appendix C: Select State and Federal Programs69

Plan Description

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

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

Schoolwide Program

Murdock Elementary staff works in partnership with families and community educational partners to provide consistent, two-way communication that increases meaningful involvement in both the academic and social success of students. The school prioritizes engagement of underrepresented groups, including English Learners and socioeconomically disadvantaged families, through intentional outreach, leadership opportunities (SSC, ELAC), and accessible communication platforms.

Input gathered through the School Plan for Student Achievement process, along with ongoing meetings and collaboration, is used to directly inform site actions and strategies based on identified student needs and data. Our schoolwide program is intentionally aligned with district LCAP goals to ensure a cohesive and focused approach that supports improved student outcomes for all students.

Based on analysis of local and state data indicating a need to improve English Learner progress, academic achievement, and student engagement, Murdock Elementary will implement a coordinated, data-driven approach aligned with ESSA requirements and the district LCAP. The school will continue to use state and local assessments, including DIBELS and NWEA MAP Growth, to inform instruction and improve student outcomes.

Through a Multi-Tiered System of Supports (MTSS) and ongoing opportunities for teacher collaboration, staff will regularly analyze and respond to student data to ensure all students are making progress. Murdock will continue to invest in high-quality professional development, maintain safe and well-kept facilities, strengthen student attendance, and increase both student and family engagement.

In addition, the school will provide classroom support, targeted intervention using IMSE and Number Sense strategies, and counseling services to support the whole child.

Educational partners who reflect the diverse demographics of our school—including English Learners, socioeconomically disadvantaged students, foster youth, homeless students, and students with disabilities—are actively included in both gathering input and making decisions to better meet student needs and improve student outcomes. The School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Teacher Organization (PTO), and ongoing one-on-one conversations all play an important role in the development and monitoring of our Title I schoolwide plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Murdock Elementary actively engaged educational partners who reflect the diverse demographics of the school, including families of English Learners, socioeconomically disadvantaged students, students with disabilities, foster youth, and homeless students. Input was gathered through multiple opportunities, including School Site Council (SSC) meetings, District English Learner Advisory Committee (DELAC) meetings, Parent Teacher Organization (PTO) meetings, surveys, and ongoing communication such as phone calls, ParentSquare messages, and one-on-one conversations.

During these meetings, school data, including academic performance, English Learner progress, attendance, and behavior, was reviewed and discussed. Educational partners were provided opportunities to ask questions, share feedback, and provide input on school priorities, strategies, and resource allocation.

Feedback from educational partners directly informed the development of the SPSA, including the identification of key focus areas such as English Learner support, academic achievement, student behavior, and family engagement. The School Site Council reviewed, revised, and approved the plan, and will continue to monitor progress throughout the year.

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.

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.

There is a need to focus on English Learners with only 32.5% of English Learners are making progress toward English language proficiency, reflecting a decline of 24.7%. This indicates a critical need to strengthen designated and integrated English Language Development (ELD), improve instructional supports, and monitor progress more effectively for English Learners. There is also a need to focus on English Language Arts (ELA): Four student groups are performing in the Orange category. Mathematics: One student group is performing in the Orange category.

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

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

Other Needs

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

Murdock's suspension rate is 5.5%, which has increased by 2.6%, placing the school in the Red performance category. This indicates a schoolwide need for stronger, consistent behavior systems and supports, as well as a focus on reducing exclusionary discipline practices.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Murdock Elementary. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.99%	3.89%	5.94%	18	23	29
African American	0.66%	1.01%	0.82%	4	6	4
Asian	3.16%	3.21%	3.89%	19	19	19
Filipino	0.33%	0.34%	0.20%	2	2	1
Hispanic/Latino	51.33%	53.04%	49.59%	309	314	242
Pacific Islander	0.17%	0.17%	%	1	1	
White	38.04%	36.82%	38.73%	229	218	189
Two or More Races	2.82%	1.01%	0.41%	17	6	2
Not Reported	0.5%	0.51%	0.41%	3	3	2
Total Enrollment				602	592	488

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			47
Kindergarten	111	88	74
Grade 1	86	86	92
Grade 2	89	77	93
Grade 3	125	90	87
Grade 4	95	126	95
Grade 5	96	99	
Total Enrollment	602	592	488

Conclusions based on this data:

- Murdock Elementary's enrollment trends reflect the structural shift of fifth grade moving to the intermediate school starting in 2024–2025. When accounting for this change, Murdock's TK–4 enrollment remains relatively stable.
- Murdock Elementary has a significant increase in the Kindergarten enrollment due to the addition of TK sections.

3. Murdock Elementary's student population is primarily Hispanic/Latino, followed by White students, who make up the second largest subgroup, reflecting a diverse student body with two predominant populations. Hispanic/Latino students remain the largest student group (approximately 50% of enrollment) across all three years. Second largest group: White – 38.73% (189 students)

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	183	153	97	30.4%	25.8%	19.9%
Fluent English Proficient (FEP)	34	51	35	5.6%	8.6%	7.2%
Reclassified Fluent English Proficient (RFEP)	17			9.29%		

Conclusions based on this data:

1. The number of English Learners decreased from 183 students (30.4%) in 2022–2023 to 97 students (19.9%) in 2024–2025. This decline aligns with the removal of fifth grade to the intermediate school beginning in 2024–2025, rather than a true reduction in English Learner need. The data reflects a grade span reconfiguration, not a loss of students requiring English Learner services.
2. Despite Murdock Elementary School's decrease, English Learners still represent a significant portion of the student population at 19.9% (97 students). This means that approximately 1 out of every 5 students at Murdock is an English Learner. Given this, there remains a strong need for: Consistent Designated and Integrated ELD instruction, intentional language development across all content areas, and ongoing progress monitoring to ensure students are moving toward proficiency
3. Murdock Elementary School's number of Fluent English Proficient (FEP) students increased from 34 (5.6%) in 2022–2023 to 51 (8.6%) in 2023–2024, then decreased slightly to 35 (7.2%) in 2024–2025. Additionally, the number of Reclassified Fluent English Proficient (RFEP) students remains relatively low. This suggests an opportunity to: Increase reclassification rates over time, ensure English Learners are making consistent progress toward proficiency, strengthen systems that support movement from EL to RFEP status

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	132	95	84	127	92	82	127	92	82	96.2	96.8	97.6
Grade 4	97	132	90	93	129	88	93	129	88	95.9	97.7	97.8
Grade 5	98	99		95	97		95	97		96.9	98	
All Grades	327	326	174	315	318	170	315	318	170	96.3	97.5	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2331.	2319.	2362.	3.94	2.17	3.66	8.66	7.61	12.20	18.11	15.22	31.71	69.29	75.00	52.44
Grade 4	2394.	2365.	2402.	6.45	4.65	4.55	16.13	6.98	17.05	25.81	11.63	23.86	51.61	76.74	54.55
Grade 5	2418.	2420.		3.16	2.06		12.63	17.53		17.89	24.74		66.32	55.67	
All Grades	N/A	N/A	N/A	4.44	3.14	4.12	12.06	10.38	14.71	20.32	16.67	27.65	63.17	69.81	53.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.94	2.17	4.88	47.24	48.91	52.44	48.82	48.91	42.68
Grade 4	3.23	1.55	3.41	63.44	55.81	65.91	33.33	42.64	30.68
Grade 5	5.26	6.19		52.63	56.70		42.11	37.11	
All Grades	4.13	3.14	4.12	53.65	54.09	59.41	42.22	42.77	36.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.36	2.17	2.44	27.56	25.00	50.00	70.08	72.83	47.56
Grade 4	3.23	3.88	5.68	52.69	24.81	43.18	44.09	71.32	51.14
Grade 5	3.16	2.06		41.05	44.33		55.79	53.61	
All Grades	2.86	2.83	4.12	39.05	30.82	46.47	58.10	66.35	49.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.72	0.00	2.44	65.35	70.65	70.73	29.92	29.35	26.83
Grade 4	5.38	2.33	4.55	66.67	62.02	65.91	27.96	35.66	29.55
Grade 5	7.37	5.15		65.26	72.16		27.37	22.68	
All Grades	5.71	2.52	3.53	65.71	67.61	68.24	28.57	29.87	28.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.36	2.17	6.10	50.39	53.26	65.85	47.24	44.57	28.05
Grade 4	4.30	4.65	5.68	65.59	50.39	67.05	30.11	44.96	27.27
Grade 5	5.26	4.12		55.79	58.76		38.95	37.11	
All Grades	3.81	3.77	5.88	56.51	53.77	66.47	39.68	42.45	27.65

Conclusions based on this data:

1. ELA performance shows growth, with students not meeting standard decreasing from 69.81% (23–24) to 53.53% (24–25), and increases in students meeting/exceeding standard (Met: 10.38% (23-24) 14.71 (24-25); Exceeded: 3.14% (23-24) 4.12%(24-25). However, 53.53% of students are still not meeting standard, indicating a continued need to strengthen Tier 1 instruction to ensure grade-level proficiency for all students. While writing improved, it continues to be the weakest area: Students below standard decreased from 66.35% to 49.41% Still, nearly half of students (49.41%) remain below standard. This identifies writing as a critical area for focused instructional improvement across all grade levels.
2. Reading & Research Skills Are Improving and Showing Stronger Progress Students below standard in reading decreased from 42.77% to 36.47%, while “at or near standard” increased to 59.41%. In Research/Inquiry, students below standard dropped significantly from 42.45% to 27.65%, with “at or near standard” increasing to 66.47%. This shows that students are making stronger gains in: Comprehension of text and analyzing and presenting information.
3. Murdock Elementary School will continue to provide targeted instruction in communication skills, with a focus on listening and understanding spoken language, as CAASPP data shows 28.24% of students remain below standard and only 3.53% exceed standard in listening, indicating a need to move students from approaching to proficient levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	131	95	84	127	92	82	127	92	82	96.9	96.8	97.6
Grade 4	97	132	90	93	129	87	93	129	87	95.9	97.7	96.7
Grade 5	98	99		95	97		95	97		96.9	98	
All Grades	326	326	174	315	318	169	315	318	169	96.6	97.5	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2354.	2343.	2371.	3.94	1.09	3.66	11.81	8.70	17.07	22.05	20.65	25.61	62.20	69.57	53.66
Grade 4	2419.	2397.	2420.	5.38	4.65	6.90	22.58	7.75	16.09	25.81	34.11	31.03	46.24	53.49	45.98
Grade 5	2440.	2445.		4.21	6.19		7.37	13.40		28.42	29.90		60.00	50.52	
Grade 11															
All Grades	N/A	N/A	N/A	4.44	4.09	5.33	13.65	9.75	16.57	25.08	28.93	28.40	56.83	57.23	49.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	1.09	7.32	42.06	40.22	36.59	50.79	58.70	56.10
Grade 4	6.45	6.20	12.64	41.94	34.88	35.63	51.61	58.91	51.72
Grade 5	3.16	6.19		40.00	48.45		56.84	45.36	
Grade 11									
All Grades	5.73	4.72	10.06	41.40	40.57	36.09	52.87	54.72	53.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.51	4.35	8.54	35.43	32.61	43.90	59.06	63.04	47.56
Grade 4	7.53	5.43	13.79	41.94	38.76	34.48	50.54	55.81	51.72
Grade 5	2.11	4.12		47.37	47.42		50.53	48.45	
All Grades	5.08	4.72	11.24	40.95	39.62	39.05	53.97	55.66	49.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.79	2.17	4.88	50.39	36.96	54.88	48.82	60.87	40.24
Grade 4	9.68	5.43	6.90	51.61	48.06	51.72	38.71	46.51	41.38
Grade 5	5.26	5.15		50.53	58.76		44.21	36.08	
All Grades	4.76	4.40	5.92	50.79	48.11	53.25	44.44	47.48	40.83

Conclusions based on this data:

- Math performance shows growth, with students not meeting standard decreasing from 57.23% (23–24) to 49.70% (24–25). At the same time, students meeting or exceeding standard increased (Met: 9.75% (23–24) 16.57% (24–25); Exceeded: 4.09% (23–24) 5.33%(24–25)). However, nearly half of students (49.70%) are still not meeting standard, indicating a continued need to strengthen Tier 1 math instruction and ensure consistent access to grade-level content.
- There is a continued need to focus on Problem Solving & Modeling/Data Analysis, a significant portion of students remain below standard: 49.70% below standard in 2024–2025 (down from 55.66%) While there is improvement, nearly half of students continue to struggle with applying math concepts and solving real-world problems, highlighting a need to strengthen: Mathematical thinking, application of skills, use of strategies and reasoning
- Student performance is improving in key areas: Concepts & Procedures – Above standard increased from 4.72% to 10.06%, Communicating Reasoning – At or near standard increased to 53.25%, with below standard decreasing to 40.83%. These gains indicate that instructional efforts are beginning to impact students’ conceptual understanding and ability to explain their thinking, and should be continued and strengthened.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1404.5	1416.1	1439.3	1408.9	1434.0	1445.1	1393.7	1374.1	1426.0	26	20	15
1	1435.2	1404.8	1460.4	1444.7	1444.5	1496.0	1425.3	1364.3	1424.5	22	20	14
2	1461.8	1463.0	1448.9	1476.5	1469.0	1463.5	1446.8	1456.4	1433.6	24	22	22
3	1472.4	1482.6	1463.5	1485.2	1496.5	1460.9	1459.2	1468.2	1465.6	45	24	22
4	1507.8	1501.7	1488.8	1518.2	1515.8	1494.1	1497.0	1487.0	1483.0	26	46	24
5	1520.3	1512.7		1529.7	1535.0		1510.4	1490.0		35	22	
All Grades										178	154	97

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	10.00	20.00	11.54	45.00	40.00	53.85	30.00	20.00	19.23	15.00	20.00	26	20	15
1	4.55	0.00	14.29	13.64	25.00	50.00	63.64	35.00	21.43	18.18	40.00	14.29	22	20	14
2	4.17	4.55	4.55	41.67	45.45	40.91	33.33	31.82	22.73	20.83	18.18	31.82	24	22	22
3	4.44	4.17	0.00	33.33	37.50	31.82	35.56	50.00	45.45	26.67	8.33	22.73	45	24	22
4	11.54	17.39	12.50	46.15	34.78	29.17	26.92	30.43	41.67	15.38	17.39	16.67	26	46	24
5	14.29	22.73		40.00	36.36		37.14	22.73		8.57	18.18		35	22	
All Grades	8.99	11.04	9.28	32.02	37.01	37.11	40.45	33.12	31.96	18.54	18.83	21.65	178	154	97

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.54	20.00	26.67	19.23	35.00	40.00	46.15	30.00	13.33	23.08	15.00	20.00	26	20	15
1	4.55	20.00	50.00	40.91	40.00	42.86	40.91	20.00	7.14	13.64	20.00	0.00	22	20	14
2	29.17	27.27	13.64	41.67	22.73	31.82	25.00	36.36	40.91	4.17	13.64	13.64	24	22	22
3	33.33	41.67	18.18	33.33	37.50	36.36	17.78	12.50	13.64	15.56	8.33	31.82	45	24	22
4	50.00	41.30	33.33	34.62	36.96	37.50	15.38	8.70	16.67	0.00	13.04	12.50	26	46	24
5	42.86	59.09		37.14	22.73		17.14	4.55		2.86	13.64		35	22	
All Grades	30.34	36.36	26.80	34.27	33.12	37.11	25.28	16.88	19.59	10.11	13.64	16.49	178	154	97

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.90	5.00	20.00	20.69	10.00	6.67	55.17	65.00	60.00	17.24	20.00	13.33	29	20	15
1	0.00	0.00	0.00	5.26	5.00	21.43	31.58	20.00	35.71	63.16	75.00	42.86	38	20	14
2	3.85	4.55	0.00	19.23	31.82	36.36	46.15	31.82	13.64	30.77	31.82	50.00	26	22	22
3	2.94	0.00	0.00	2.94	4.17	18.18	38.24	58.33	40.91	55.88	37.50	40.91	34	24	22
4	3.13	2.17	4.17	12.50	10.87	12.50	46.88	45.65	41.67	37.50	41.30	41.67	32	46	24
5	0.00	4.55		15.00	13.64		55.00	45.45		30.00	36.36		20	22	
All Grades	1.69	2.60	4.12	17.42	12.34	19.59	38.20	44.81	37.11	42.70	40.26	39.18	178	154	97

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.54	10.00	33.33	69.23	80.00	53.33	19.23	10.00	13.33	26	20	15
1	18.18	30.00	57.14	68.18	55.00	42.86	13.64	15.00	0.00	22	20	14
2	29.17	31.82	22.73	66.67	45.45	59.09	4.17	22.73	18.18	24	22	22
3	4.44	12.50	0.00	75.56	54.17	50.00	20.00	33.33	50.00	45	24	22
4	42.31	28.26	16.67	50.00	58.70	66.67	7.69	13.04	16.67	26	46	24
5	20.00	27.27		62.86	54.55		17.14	18.18		35	22	
All Grades	19.10	24.03	22.68	66.29	57.79	55.67	14.61	18.18	21.65	178	154	97

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.00	45.00	33.33	60.00	35.00	46.67	32.00	20.00	20.00	25	20	15
1	18.18	25.00	35.71	59.09	50.00	64.29	22.73	25.00	0.00	22	20	14
2	37.50	40.91	18.18	50.00	40.91	59.09	12.50	18.18	22.73	24	22	22
3	46.67	79.17	50.00	31.11	12.50	18.18	22.22	8.33	31.82	45	24	22
4	50.00	60.87	50.00	50.00	26.09	37.50	0.00	13.04	12.50	26	46	24
5	62.86	68.18		31.43	18.18		5.71	13.64		35	22	
All Grades	40.11	55.19	38.14	44.07	29.22	43.30	15.82	15.58	18.56	177	154	97

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.54	5.00	13.33	69.23	70.00	73.33	19.23	25.00	13.33	26	20	15
1	9.09	0.00	7.14	13.64	25.00	21.43	77.27	75.00	71.43	22	20	14
2	12.50	4.55	4.55	45.83	54.55	45.45	41.67	40.91	50.00	24	22	22
3	0.00	0.00	0.00	37.78	25.00	40.91	62.22	75.00	59.09	45	24	22
4	0.00	0.00	4.17	57.69	50.00	45.83	42.31	50.00	50.00	26	46	24
5	2.86	4.55		48.57	45.45		48.57	50.00		35	22	
All Grades	5.06	1.95	5.15	45.51	45.45	45.36	49.44	52.60	49.48	178	154	97

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.00	20.00	40.00	28.00	60.00	26.67	44.00	20.00	33.33	25	20	15
1	4.55	0.00	7.14	81.82	57.14	78.57	13.64	42.86	14.29	22	14	14
2	4.17	18.18	0.00	83.33	72.73	63.64	12.50	9.09	36.36	24	22	22
3	2.22	0.00	9.09	62.22	87.50	77.27	35.56	12.50	13.64	45	24	22
4	15.38	4.35	0.00	61.54	78.26	83.33	23.08	17.39	16.67	26	46	24
5	8.57	13.64		80.00	59.09		11.43	27.27		35	22	
All Grades	9.60	8.78	9.28	66.10	71.62	68.04	24.29	19.59	22.68	177	148	97

Conclusions based on this data:

1. Across all grades, the percentage of students at Level 4 (highest proficiency) remains low at 9.28%, while a significant portion of students remain in Level 2 (31.96%) and Level 1 (21.65%). This indicates that over half of English Learners are not yet meeting proficiency, reinforcing the need to accelerate language acquisition and ensure consistent progress toward reclassification.

2. In Written Language: Only 4.12% of students are at Level 4, 39.18% remain at Level 1 (lowest level) Additionally, In the Reading domain, 49.48% of students are at the beginning level, In Writing, 22.68% remain at the beginning level. This shows that students struggle most with literacy-based language skills, highlighting a need for stronger integration of language development within reading and writing instruction.
3. In Oral Language: 37.11% of students are at Level 3, and 26.80% at Level 4 in prior years, showing stronger performance compared to written language, However, 16.49% of students remain at Level 1, and overall performance has not shown consistent upward growth
Domain data further shows: Speaking "Well Developed" decreased from 55.19% to 38.14%, Listening "Well Developed" remains low at 22.68%. This indicates that while oral language is a relative strength, students are not consistently advancing to higher levels, and continued focus is needed to build academic language.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
488	74.8%	19.9%	0.6%

Total Number of Students enrolled in Murdock Elementary.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	97	19.9%
Foster Youth	3	0.6%
Homeless	6	1.2%
Socioeconomically Disadvantaged	365	74.8%
Students with Disabilities	65	13.3%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	4	0.8%
American Indian	29	5.9%
Asian	19	3.9%
Filipino	1	0.2%
Hispanic	242	49.6%
Two or More Races	2	0.4%
Pacific Islander	0	0.0%
White	189	38.7%

Conclusions based on this data:

1. A significant portion of Murdock's students are identified as Socioeconomically Disadvantaged (74.8%, 365 students). This indicates that nearly 3 out of every 4 students may face barriers that impact: Access to resources, Academic readiness, Attendance and engagement. This reinforces the need for Strong Tier 1 instruction, Targeted academic and social-emotional supports, and Family engagement and wraparound services
2. English Learners make up 19.9% of the student population (97 students), meaning approximately 1 in 5 students is developing English proficiency. This highlights the continued need for: Designated and Integrated ELD instruction, Language development across all content areas, and Systems to support progress toward reclassification. This aligns with other data indicating the need to strengthen English Learner progress and outcomes.
3. Murdock serves a diverse population, with: Hispanic/Latino students at 49.6% (242 students), White students at 38.7% (189 students) Together, these groups represent the majority of the student population, while smaller subgroups (e.g., American Indian at 5.9%) contribute to the school's diversity. This indicates a need to: Ensure culturally responsive teaching practices, Monitor and address achievement gaps among student groups, and Maintain a school culture where all students feel represented and supported.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Murdock Elementary is performing at the Yellow level in both English Language Arts and Mathematics, indicating improvement and growth, but still below desired performance levels. This means: Instructional systems are moving in the right direction. However, students are not yet consistently meeting grade-level standards. This reinforces the need to continue strengthening Tier 1 core instruction and ensuring all students reach proficiency.

2. English Learner Progress is identified in the Red performance level, indicating that English Learners are not making sufficient progress toward English proficiency. This highlights a need to: Strengthen Designated and Integrated ELD instruction, increase accountability for language development across all classrooms, and focus on accelerating progress toward reclassification.
3. The Suspension Rate is Red, while Chronic Absenteeism is Yellow, indicating concerns in both student behavior and engagement. This suggests a need to: Strengthen behavior systems and supports, reduce reliance on exclusionary discipline practices, and continue improving attendance systems and student engagement

School and Student Performance Data

Academic Performance English Language Arts

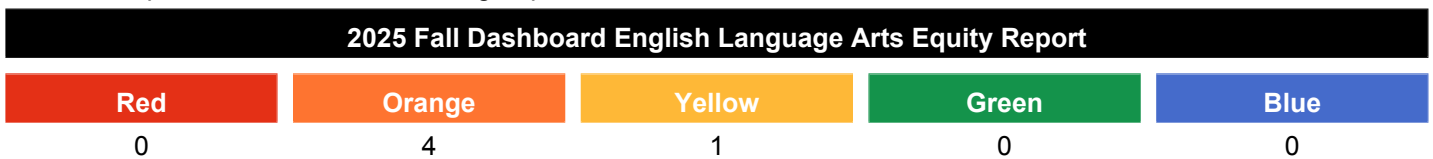
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>68.1 points below standard</p> <p>Increased 28.8 points</p> <p>164 Students</p>	<p>English Learners</p> <p>Orange</p> <p>89.1 points below standard</p> <p>Increased 17.8 points</p> <p>53 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>74.7 points below standard</p> <p>Increased 25.6 points</p> <p>131 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>117 points below standard</p> <p>Increased 24.3 points</p> <p>32 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>84.3 points below standard</p> <p>Increased 18 points</p> <p>85 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>44.5 points below standard</p> <p>Increased 40.5 points</p> <p>60 Students</p>

Conclusions based on this data:

- Overall ELA Performance is Improving, but students remain below Standard-Murdock Elementary is performing at the Yellow level, with students 68.1 points below standard, though showing significant growth (+28.8 points). This tells us: Instructional efforts are working and showing growth. However, students are still not meeting grade-level standards overall. This reinforces the need to continue strengthening Tier 1 instruction to move students from approaching to proficient.
- The equity report shows: 4 student groups in Orange, 0 in Green or Blue. Key groups performing in Orange include: English Learners (89.1 points below standard), Socioeconomically Disadvantaged (74.7 points below), Students with Disabilities (117 points below), Hispanic students (84.3 points below). This indicates persistent and significant achievement gaps, with multiple student groups performing well below standard.
- White students are performing at Yellow (44.5 points below standard, +40.5 growth), which is significantly higher than other student groups. This highlights a clear performance gap between student groups and the need to ensure equitable access to grade-level instruction and support for all students

School and Student Performance Data

Academic Performance Mathematics

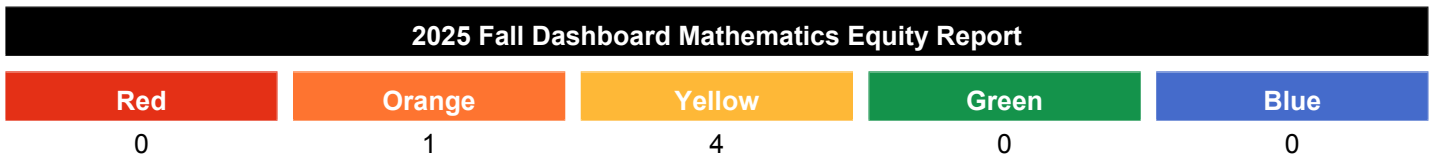
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>64.2 points below standard</p> <p>Increased 20.6 points</p> <p>164 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>86.7 points below standard</p> <p>Increased 17.1 points</p> <p>55 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>75.1 points below standard</p> <p>Increased 13.1 points</p> <p>132 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>126.7 points below standard</p> <p>Increased 17.9 points</p> <p>32 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>74.8 points below standard</p> <p>Increased 22.4 points</p> <p>86 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>39.5 points below standard</p> <p>Increased 29 points</p> <p>59 Students</p>

Conclusions based on this data:

1. Murdock Elementary is performing at the Yellow level, with students 64.2 points below standard, showing growth (+20.6 points). This indicates: Instructional efforts are producing growth. However, students are still not consistently meeting grade-level standards. This reinforces the need to continue strengthening Tier 1 math instruction and access to grade-level content for all students.
2. Students with Disabilities are the only subgroup in Orange, performing 126.7 points below standard, despite growth (+17.9 points). This highlights: A significant performance gap for this group and the need for stronger differentiation, intervention systems, and alignment between general education and SPED supports.
3. Most student groups (English Learners, Socioeconomically Disadvantaged, Hispanic, White) are performing at the Yellow level and showing positive growth: English Learners: +17.1 points, Hispanic students: +22.4 points, White students: +29 points. This indicates growth across groups is happening. However, gaps still exist, particularly when compared to White students (39.5 points below standard vs. higher gaps in other groups).

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 32.5 making progress. Number Students: 77 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9%	50.6%	0%	32.5%

Conclusions based on this data:

- English Learner Progress is a Critical Area of Need (Red Performance). Murdock Elementary is in the Red performance level, with only 32.5% of English Learners making progress toward English proficiency. This indicates that less than one-third of EL students are progressing so a majority of students are not advancing at expected rates. This identifies English Learner Progress as a priority area for improvement across the school.
- Most English Learners are stagnant rather than progressing. Data shows: 50.6% of students are maintaining lower ELPI levels (Levels 1–3), 16.9% of students decreased at least one level, and 0% maintained Level 4 (highest proficiency). This means: The majority of EL students are not moving forward in language development. Some students are losing progress, which is a significant concern.
- Lack of movement toward proficiency and reclassification with 0% maintaining Level 4, and Only 32.5% progressing. This indicates: Limited movement toward full English proficiency and a need to strengthen systems that support language acquisition, reclassification pathways, and consistent monitoring of EL progress

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



















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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">11.9% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 6.3</td> </tr> <tr> <td style="text-align: center;">512 Students</td> </tr> </table>	All Students	 Yellow	11.9% Chronically Absent	Declined 6.3	512 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Green </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">9.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 8.3</td> </tr> <tr> <td style="text-align: center;">108 Students</td> </tr> </table>	English Learners	 Green	9.3% Chronically Absent	Declined 8.3	108 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">3 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	3 Students
All Students																
 Yellow																
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">3 Students</td> </tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	3 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">16.7% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 52.6</td> </tr> <tr> <td style="text-align: center;">12 Students</td> </tr> </table>	Homeless	 No Performance Color	16.7% Chronically Absent	Declined 52.6	12 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">12.7% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 7.8</td> </tr> <tr> <td style="text-align: center;">403 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	12.7% Chronically Absent	Declined 7.8	403 Students
Foster Youth																
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Declined 7.8																
403 Students																

<p>Students with Disabilities</p>  <p>Green</p> <p>7% Chronically Absent</p> <p>Declined 10.5</p> <p>86 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>22.2% Chronically Absent</p> <p>Declined 18.5</p> <p>27 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>11.7% Chronically Absent</p> <p>Declined 5.5</p> <p>264 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 6.6</p> <p>193 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism is Improving, but still impacts Over 1 in 10 Students. Murdock Elementary is at the Yellow level, with 11.9% of students chronically absent, showing a strong improvement (declined by 6.3%). This tells us: Attendance systems and efforts are working. However, more than 1 in 10 students are still missing significant instructional time. Continued focus is needed to move from improvement to strong, consistent attendance for all students.
2. Positive trends across most student groups show systems are effective. Most student groups are showing declines in absenteeism, including: English Learners: 9.3% (Green, decline 8.3%), Students with Disabilities: 7% (Green, Declined 10.5%), Socioeconomically Disadvantaged: 12.7% (Declined 7.8%) This indicates: Schoolwide attendance efforts are having a positive impact across groups. Systems in place are effective and should be continued and strengthened
3. Targeted support is still needed for specific student groups- While overall trends are positive, some groups still show higher absenteeism rates: Homeless students: 16.7% chronically absent, American Indian students: 22.2% chronically absent. This highlights: The need for targeted, individualized supports for specific student populations and continued monitoring to ensure all students have equitable access to consistent attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

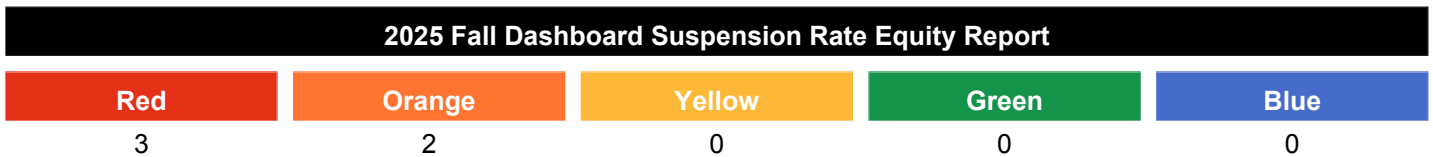
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>5.5% suspended at least one day</p> <p>Increased 2.6%</p> <p>523 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 1.4%</p> <p>108 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>6.1% suspended at least one day</p> <p>Increased 2.5%</p> <p>413 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>10.2% suspended at least one day</p> <p>Increased 5.8%</p> <p>88 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>30% suspended at least one day</p> <p>Increased 9.3%</p> <p>30 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>270 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Red</p> <p>5.1% suspended at least one day</p> <p>Increased 3.2%</p> <p>195 Students</p>

Conclusions based on this data:

1. Suspension Rate is Increasing- Murdock Elementary is in the Red performance level, with 5.5% of students suspended, an increase of 2.6%. This indicates: Student behavior and discipline are a significant concern, current systems are not yet effectively reducing suspensions. This identifies suspension rate as a priority area for immediate improvement.
2. Significant Disproportionality: Several student groups are disproportionately impacted: Students with Disabilities: 10.2% (Red, +5.8%), Socioeconomically Disadvantaged: 6.1% (Red, +2.5%), White students: 5.1% (Red, +3.2%) American Indian students: 30% suspended (+9.3%) (small group but significant). This highlights: A need to continue fair, consistent, and supportive behavior systems for all students.
3. Suspension Rates Are Increasing Across Multiple student groups show increases in suspension rates, including: English Learners (3.7%, +1.4%), Hispanic students (3.3%, +1.3%), Socioeconomically Disadvantaged (+2.5%) This indicates: The issue is not isolated, but schoolwide. There is a need to strengthen proactive behavior supports, restorative practices, and structured supervision and intervention systems.

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.

Murdock Elementary will increase student achievement in English Language Arts and Mathematics by strengthening high-quality instruction, using data to drive decisions, and providing targeted supports for all learners.

Students in grades 3–4 who are meeting or exceeding standards on the CAASPP ELA and Math assessments will increase by 5%. Additionally, students in grades K–4 will demonstrate a 5% increase in proficiency on NWEA ELA and Math assessments from fall to end-of-year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

Based on our CAASPP test scores and the Dashboard, Murdock is still performing below standard in ELA and math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 CAASPP ELA scores	CAASPP- ELA- 18.83% Meets or Exceeds	CAASPP- ELA at or above standard scores to increase to 26.83%
2025 CAASPP Math Scores	CAASPP- Math- 21.90% Meets or Exceeds	CAASPP- Math at or above standard scores to increase to 26.99%
EL's	EL's -ELA-4.44% Meets or Exceeds	EL's -ELA- at or above standard scores to increase to 9.55%
Socioeconomically Disadvantaged	EL's-Math-6.67% Meets or Exceeds	EL 's-Math- at or above standard scores to increase to 11.67%
Hispanic	Socioeconomically Disadvantaged - ELA- 17.03% Meets or Exceeds	Socioeconomically Disadvantaged- ELA at or above to 22.03%
White	Socioeconomically Disadvantaged- Math- 16.42% Meets or Exceeds	Socioeconomically Disadvantaged- Math at or above to 21.42%
	Hispanic-ELA-11.23% Meets or Exceeds	Hispanic-ELA at or above standard scores to increase to 16.23%
	Hispanic-Math-17.98% Meets or Exceeds	Hispanic-Math at or above standard scores to increase to 18.87%
	White-ELA-29.03% Meets or Exceeds	White -ELA at or above standard scores to increase to 30.48%
	White-Math-32.79%Meets or Exceeds	White-Math-at or above standard scores to increase to 34.42%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Identify students early in the school year who are performing below grade level using CAASPP, NWEA, and classroom data. Implement targeted interventions in ELA and Mathematics during the school day to strengthen foundational skills and support grade-level access.	All students- focus on low performing students	10000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School-wide intervention in ELA and Math. 2000 LCFF - Supplemental 3000-3999: Employee Benefits Employer statutory costs (STRS, Medicare, etc.)
1.2	2. Provide staffing for classroom assistance in TK & ELD (Instructional Aide II).	All students	200000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessionals; salary costs 100000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Paraprofessionals; Employer statutory costs (PERS, FICA, etc.) 25000 Title I 2000-2999: Classified Personnel Salaries Stat. Employee Costs 12000 Title I 3000-3999: Employee Benefits Stat. Employee Costs 0 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined ELA Intervention and Math Intervention teachers 0 LCFF - Supplemental 3000-3999: Employee Benefits Employer Statutory Costs (STRS, Medicare, SUI, WorkComp)
1.3	3. Provide supplemental instructional materials and supplies that support multiple learning styles and increase student engagement in ELA and Mathematics.	All students	60000 Unrestricted 4000-4999: Books And Supplies Instructional Supplies (unrestricted Lottery - Resource 1100)
1.4	4. Provide ongoing professional development in IMSE (phonics-based instruction) and effective ELD strategies to strengthen Tier 1 instruction and ensure all students, especially English Learners, have access to rigorous, standards-based learning.	All students	25000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel, on-site presenters, collaboration resources 15000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Stipends 3000 LCFF - Base 3000-3999: Employee Benefits Statutory Employer Costs on Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	5. Maintain and update high-quality ELA and Math curriculum to ensure alignment to standards and provide targeted support for students below grade level.	All students	10,000 LCFF - Base 4000-4999: Books And Supplies Supplemental Curriculum 10000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Accelerated Math & Accelerated Reading licensing
1.6	6. Provide and maintain classroom technology to enhance instruction, increase student engagement, and support differentiated learning opportunities in ELA and Mathematics.	All students	0 LCFF - Base 4000-4999: Books And Supplies Classroom TV installations, Smart Board installations, replacement of classroom printers
1.7	7. Provide a Library/Media Specialist to maintain access to high-quality reading materials, support literacy development, and ensure all students have regular opportunities to engage in reading.	All Students-- and low performing students	25000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library Salary Costs 35000 Title I 2000-2999: Classified Personnel Salaries Library Salary Costs 5000 LCFF - Supplemental 3000-3999: Employee Benefits 10000 Title I 3000-3999: Employee Benefits
1.8	Provide counseling services to support the academic, social-emotional, and behavioral needs of students, with a focus on removing barriers to learning for English Learners, socioeconomically disadvantaged, foster, and homeless students.	Socioeconomically disadvantaged, ELs, Foster, and Homeless students	35000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries MES Counselor 45000 Title I 1000-1999: Certificated Personnel Salaries MES Counselor 12000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Statutory Costs; MES Counselor 16000 Title I 3000-3999: Employee Benefits Statutory Costs; MES Counselor
1.9	Strengthen Professional Learning Communities (PLCs) to focus on essential standards, common assessments, and data analysis. Teachers will regularly collaborate to monitor student progress and adjust instruction to ensure all students are learning at high levels.	All Students-- and low performing students	LCFF - Supplemental None Specified 0 Title I 1000-1999: Certificated Personnel Salaries 0 LCFF - Supplemental 3000-3999: Employee Benefits 0 Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Supplemental materials as well as IMSE specific materials, and science materials have been provided to enhance student interest and engagement. Technology through the means of Chromebooks for each student and Electronic Boards for classroom use have helped to make curriculum accessible. The library media specialist continues to provide access to books and helps to develop reading. The counselor provides lessons to all grade levels and supports all students with academic and career mindsets.

During the 2024–2025 school year, the site implemented several strategies to address student behavior and reduce suspension rates, including increased structured supervision, the use of restorative practices, improved behavior documentation, and more consistent communication with families. Targeted supports were also provided for students demonstrating ongoing behavioral needs. Overall, implementation of these strategies was inconsistent across settings and staff, which limited their effectiveness. While there was increased awareness of behavior expectations and a stronger response system in place, the data shows that suspension rates increased across multiple student groups, indicating that the strategies did not yet lead to the desired outcome of reducing exclusionary discipline. The efforts made this year helped to establish foundational systems and identify areas of need, but they were not yet implemented with the level of consistency and intensity required to impact student outcomes schoolwide.

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

There were no major differences between the intended strategies and the budgeted expenditures for this goal. Planned actions, including increased supervision, implementation of restorative practices, and targeted student supports, were carried out within the allocated resources.

However, while expenditures aligned with the plan, the level and consistency of implementation varied across staff and settings, which impacted overall effectiveness. The challenge was not in funding or resources, but in ensuring that strategies were implemented with fidelity and consistency schoolwide.

Moving forward, the focus will be on strengthening implementation practices, staff alignment, and accountability, rather than adjusting expenditures.

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

As a result of this analysis, the goal itself will remain in place; however, adjustments will be made to strengthen implementation, clarity, and accountability of strategies and expected outcomes. Changes include: Refining strategies to place a stronger emphasis on proactive behavior supports, rather than reactive responses, increasing focus on consistent implementation of restorative practices and behavior expectations across all settings, adding more clearly defined intervention systems for students with repeated behavioral needs, strengthening monitoring and progress tracking, including more frequent review of discipline data by student group, clarifying expectations for staff consistency in supervision, response, and documentation. Annual outcomes and metrics will be adjusted to reflect a more targeted reduction in suspension rates overall and for specific student groups, with clearer benchmarks for progress monitoring throughout the year. These changes are reflected in the updated Goal 2 (School Climate and Student Engagement) section of the SPSA, including revised strategies, actions, and measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Strengthening a Safe, Supportive, and Connected School Culture

Goal 2-Murdock Elementary will ensure all students experience a safe, supportive, and inclusive school environment that promotes their physical, mental, and emotional well-being. The school will intentionally build a positive culture where students feel connected, supported, and recognized for positive behavior and interactions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

Murdock will foster a climate of student engagement, involvement, and connectedness, demonstrated through strong attendance, reduced suspension rates, and a culture that prioritizes safety and meaningful involvement of students, families, and staff.

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
Data suspension reported by Aeries	2025 Baseline data, as demonstrated by CA Dashboard for suspensions: All students = 5.5% suspended at least one day White students = 5.1% Hispanic = 3.3% EL = 3.7% SED = 6.1% SWD = 5.8%	Decrease the number of suspensions. All students = 2% suspended at least one day White students = <2%% Hispanic = <2%% EL = <2%% SED = <2%% SWD = <2%% Targeted number of absenteeism will drop below 10 %
Discipline referrals	2025 Baseline data, as demonstrated through AERIES: rate of input for referrals is 80%.	Increase the fidelity of all staff inputting referrals into AERIES, to a rate of 100%

Decrease Chronic Absenteeism through the use of School Status	2025 Baseline data, as demonstrated by CA Dashboard for chronic absenteeism: All students = 11.9% White = 11.4% Hispanic = 11.7% EL = 9.3% SED = 12.7% SWD = 7%	Decrease chronic absenteeism to <10% All students = <10% White = <10% Hispanic = <10% EL = <10% SED = <10% SWD = <10%
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide trained yard supervisors who are coached regularly to ensure safe, structured recess environments. Staff will actively engage with students to build positive relationships, prevent conflicts, and reinforce expected behaviors.	All Students	Local Categorical None Specified
2.2	2. Maintain and monitor campus safety systems including surveillance cameras, lighting, secure entry points, and visitor management protocols to ensure a physically safe school environment to include camera/ buzz in system.	All students	6000 Local Categorical 6000-6999: Capital Outlay Access Control System - Avigilon Alta 0 LCFF - Base None Specified Upgrades to camera control systems 0 ESSER III 6000-6999: Capital Outlay Upgrades to Valcom system; clocks, bells, PA communications 0 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures TBD - visitor check in system, estimated annual cost
2.3	3. Provide counseling resources and materials to support students' social-emotional needs, conflict resolution skills, and overall well-being.	All students	5000 Other 4000-4999: Books And Supplies PBIS Materials - MTSS 1000 LCFF - Base

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5800: Professional/Consulting Services And Operating Expenditures
2.4	4. Continue to implement a school-wide MTSS framework, including PBIS, to establish clear expectations, reinforce positive behavior, and provide tiered behavioral supports. Provide ongoing professional development to ensure consistent implementation across all staff.	All students	20,000 Other 4000-4999: Books And Supplies MTSS Materials and resources 20000 Other 5000-5999: Services And Other Operating Expenditures MTSS PD for Staff
2.5	5. Continue proactive attendance monitoring systems (School Status, attendance meetings, family outreach) to address chronic absenteeism early and support families in improving attendance.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024–2025 school year, the site implemented strategies including increased structured supervision, restorative practices, improved behavior documentation, and targeted student supports. These efforts helped establish clearer systems and increased staff awareness around behavior expectations. However, implementation was inconsistent across settings and staff, which limited overall effectiveness. While systems were in place, they were not executed with the level of consistency needed to reduce suspension rates. As a result, suspension data indicates that outcomes did not improve as intended, and in some cases increased across student groups. Overall, the work this year built a foundation for stronger behavior systems, but did not yet result in measurable improvements in student outcomes. Changes to Goal, Strategies, and Metrics: As a result of this analysis, the goal will remain in place; however, adjustments will be made to strengthen implementation, clarity, and accountability. Key changes include: A stronger emphasis on proactive behavior supports rather than reactive responses, increased focus on consistent implementation of restorative practices and behavior expectations across all settings, more clearly defined intervention systems for students with repeated behavioral needs. Strengthened monitoring and progress tracking, including more frequent review of discipline data by student group, clear expectations for staff consistency in supervision, response, and documentation are needed. Annual outcomes and metrics will be refined to reflect a targeted reduction in suspension rates overall and for specific student groups, with clearer benchmarks for monitoring progress throughout the year. These changes are reflected in the updated Goal 2 (School Climate and Student Engagement) section of the SPSA, including revised strategies, actions, and measurable outcomes.

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

There were no significant differences between the intended strategies and the budgeted expenditures for this goal. Planned actions, including structured supervision, restorative practices, and targeted student supports, were implemented within the allocated resources. The primary difference was not related to funding, but to the consistency and fidelity of implementation across staff and settings. While systems and supports were in place, they were not

implemented consistently enough to achieve the desired reduction in suspension rates. Moving forward, the focus will be on strengthening implementation, staff alignment, and accountability, rather than making changes to expenditures.

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

As a result of this analysis, the goal will remain in place; however, refinements will be made to strengthen implementation and improve outcomes. Key changes include: Increasing emphasis on proactive behavior supports to prevent incidents before they occur, strengthening consistent implementation of behavior expectations and restorative practices across all settings, enhancing intervention systems for students with ongoing behavioral needs, improving monitoring and progress tracking, including regular review of discipline data by student group, clarifying expectations for staff consistency in supervision, response, and documentation

Annual outcomes and metrics will be adjusted to include more specific targets for reducing suspension rates overall and for identified student groups, along with clearer benchmarks for monitoring progress throughout the year. These changes are reflected in the revised Goal 2 (School Climate and Student Engagement) section of the SPSA, including updated strategies, actions, and measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Strengthening Home–School Partnerships and Community Engagement

Murdock Elementary will build strong, meaningful partnerships between home, school, and community by fostering a culture of connection, communication, and shared responsibility. The school will intentionally create opportunities for families to engage in both the academic and social growth of their children, ensuring all families feel welcomed, informed, and valued as partners in learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Engagement: Due to the diversity of the student population, there is a need to increase family representation across all student subgroups in school decision-making and engagement opportunities. Current participation data shows limited representation from key groups, particularly English Learners, socioeconomically disadvantaged families, and students with disabilities.

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.

To address this, the school will focus on increasing outreach, improving communication systems, and creating more inclusive and accessible opportunities for families to participate in school programs and leadership committees.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for parent meetings, forums, etc.	<p>School site administration and staff actively recruited and sought parents, from at least one of the targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.</p> <p>Current representation Baseline: White = 3 Hispanic = 2 EL = 1 SED = 1 SWD = 0</p>	<p>An increase of at least +3 parent attending, in representation of subgroups, at all meetings.</p> <p>White = 3 Hispanic = 3 EL = 3 SED = 3 SWD = 3</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Provide structured opportunities for parents to participate in school decision-making through committees (SSC, ELAC, etc.), ensuring representation across all student subgroups.	All students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings and events, parent & community engagement 5000 Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for meetings and events, parent engagement
3.2	Utilize multiple communication platforms (ParentSquare, newsletters, social media, phone calls, etc.) to ensure families are consistently informed and able to engage with the school. Conduct surveys and outreach to gather family input.	All students	5000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communication tools (approx site share of cost)
3.3	The principal and leadership team will regularly review school culture and family engagement efforts to ensure consistent implementation and continuous improvement across the school.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Murdock Elementary implemented multiple strategies to strengthen home-school partnerships, including increasing communication through platforms such as ParentSquare, newsletters, and direct outreach, as well as providing opportunities for family participation in school events and committees (SSC, ELAC, etc.). Overall, implementation of communication strategies was consistent and effective, resulting in improved access to information for families and increased awareness of school programs and events. Outreach efforts, including phone calls and invitations, helped begin the process of increasing family participation.

However, participation data indicates that representation from key student subgroups (English Learners, socioeconomically disadvantaged families, and students with disabilities) remained limited. While some families engaged in school events, consistent participation in leadership and decision-making committees did not increase to the desired level. The strategies implemented this year helped to build a stronger foundation for communication and engagement, but were not yet sufficient to ensure equitable representation and sustained involvement across all targeted groups.

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

There were no major differences between the intended strategies and the budgeted expenditures for this goal. Planned actions, including communication tools, family engagement events, and outreach efforts, were implemented using the allocated LCFF and Title I funds. While expenditures aligned with the plan, the primary difference was in the level of

participation and representation from targeted family groups. Despite consistent communication and outreach, engagement from key subgroups (English Learners, socioeconomically disadvantaged families, and families of students with disabilities) did not increase as intended, particularly in leadership and decision-making committees. Moving forward, the focus will be on refining outreach strategies and engagement practices to ensure more inclusive and representative participation, rather than adjusting expenditures.

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

As a result of this analysis, the goal will remain in place; however, refinements will be made to increase targeted outreach, improve representation, and strengthen meaningful family engagement. Key changes include: Increasing intentional outreach to underrepresented groups (English Learners, socioeconomically disadvantaged families, and families of students with disabilities), Providing more accessible and flexible opportunities for participation, including varied meeting times, childcare options, and language supports, Strengthening two-way communication systems to gather input and feedback from families, not just share information, Setting clearer expectations for staff follow-up and relationship-building with families, Expanding opportunities for families to engage in academic learning and school decision-making, not just attend events. Annual outcomes and metrics will be refined to include: More specific targets for subgroup representation in committees (SSC, ELAC, etc.), Increased tracking of participation rates across multiple engagement opportunities, Additional measures of family feedback and satisfaction. These changes are reflected in the revised Goal 3 (Strengthening Home–School Partnerships and Community Engagement) section of the SPSA, including updated strategies, actions, and measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Learners
Goal 4: Accelerating English Learner Progress and Reclassification

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: (Meets State Priority 4, 8)Pupil Outcomes:
Murdock Elementary will accelerate English Learner (EL) progress by strengthening both language development and access to grade-level content. All English Learners will demonstrate growth in English proficiency, with an increased number of students advancing at least one ELPI level annually and meeting criteria for reclassification.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI/ELPAC Results	In 2025 32.5% ELs progressed at least one ELPI level.	Have an increase to 80% of students making progress towards English Proficiency. Double the reclassifications to 30.
ELPAC Results/Reclassification Rate	Baseline data of 2025 Reclassification Rate: 15.5%	Have an increase of 10%
CA Dashboard Student Achievement Data	EL Baseline data from the last Dashboard data in 2025: ELA = 4.44% Meet or Exceeds and 8.89% Nearly Met Math = 6.67% Meet or Exceeds and 22.22% Nearly Met	Have an increase by 10% in each of the three top areas; ELA = >14.44% Meet or Exceeds and >18.89% Nearly Met Math = >16.67% Meet or Exceeds and >32.22% Nearly Met

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide designated and integrated ELD through a combination of small group instruction, push-in,	All English Learners	75000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and pull-out support led by ELD teachers and bilingual paraprofessionals. Increase instructional time for targeted students, particularly those at Level 3, to accelerate language acquisition and academic progress.		2000-2999: Classified Personnel Salaries Bilingual Paraprofessionals; salary costs 25000 Title I 2000-2999: Classified Personnel Salaries Bilingual Paraprofessionals; salary costs 35000 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - paraprofessionals 12000 Title I 3000-3999: Employee Benefits Statutory costs - paraprofessionals 250000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Teachers (2) 55000 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - ELD teachers
4.2	Ensure all classrooms implement integrated ELD strategies, including clear language objectives, structured student talk, and GLAD strategies, to support English Learners' access to grade-level content.	All English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024–2025 school year, Murdock Elementary implemented strategies to accelerate English Learner progress, including designated ELD instruction through push-in and pull-out support, the use of bilingual paraprofessionals, and an increased focus on integrated ELD strategies within core instruction. These efforts resulted in increased access to language support for English Learners, particularly through small group instruction and additional adult support.

Classrooms began incorporating language objectives, structured student talk, and GLAD strategies, helping to build awareness of language development across content areas. However, implementation of integrated ELD practices was inconsistent across classrooms, which limited overall effectiveness. While some students demonstrated growth, overall data indicates that English Learner Progress remained in the Red performance level, with only 32.5% of students making progress toward English proficiency, and a large percentage of students maintaining or decreasing in ELPI levels. Additionally, while reclassification efforts improved in prior years, the goal of significantly increasing reclassification rates was not fully met, indicating a need for stronger alignment between ELD instruction, core content, and progress monitoring systems. Overall, the strategies implemented this year helped to increase access and build foundational systems, but did not yet result in the level of accelerated progress needed for English Learners to meet proficiency and reclassification goals yet.

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

There were no significant differences between the intended strategies and the budgeted expenditures for this goal. Planned resources, including ELD teachers and bilingual paraprofessionals, were allocated and utilized to provide designated and integrated English Language Development support. However, while staffing and funding were implemented as planned, the primary difference was in the consistency and depth of instructional implementation across classrooms. Integrated ELD strategies, such as language objectives, structured student talk, and GLAD strategies, were not consistently applied across all settings, which limited the overall impact on student outcomes. Moving forward, the focus will be on strengthening instructional consistency, monitoring of ELD practices, and alignment between designated and integrated ELD, rather than making changes to expenditures.

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

As a result of this analysis, the goal will remain in place; however, refinements will be made to strengthen implementation, accelerate student progress, and improve alignment between ELD instruction and core content. Key changes include: Increasing focus on consistent implementation of integrated ELD strategies in all classrooms, including clear language objectives, structured student talk, and GLAD strategies. Strengthening alignment between designated ELD instruction and grade-level core instruction to ensure students can access academic content while developing language. Expanding targeted support for students not making progress, particularly those maintaining or decreasing ELPI levels. Improving progress monitoring systems, including more frequent review of ELPAC and ELPI data to guide instruction and interventions. Increasing intentional focus on reclassification pathways, including monitoring students close to meeting criteria and providing targeted support

Annual outcomes and metrics will be refined to: Set more specific and measurable targets for ELPI growth and reclassification rates. Include benchmarks for monitoring progress throughout the year, rather than relying solely on annual results. Align more clearly with Dashboard indicators for English Learner Progress

These changes are reflected in the revised Goal 4 (Accelerating English Learner Progress and Reclassification) section of the SPSA, including updated strategies, actions, and measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$284076
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,174,000.00
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	\$185,000.00

Subtotal of additional federal funds included for this school: \$185,000.00

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

State or Local Programs	Allocation (\$)
ESSER III	\$0.00
LCFF - Base	\$59,000.00
LCFF - Supplemental	\$819,000.00
Local Categorical	\$6,000.00
Other	\$45,000.00
Unrestricted	\$60,000.00

Subtotal of state or local funds included for this school: \$989,000.00

Total of federal, state, and/or local funds for this school: \$1,174,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESSER III	0.00
LCFF - Base	59,000.00
LCFF - Supplemental	819,000.00
Local Categorical	6,000.00
Other	45,000.00
Title I	185,000.00
Unrestricted	60,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	0.00
1000-1999: Certificated Personnel Salaries	355,000.00
2000-2999: Classified Personnel Salaries	385,000.00
3000-3999: Employee Benefits	262,000.00
4000-4999: Books And Supplies	100,000.00
5000-5999: Services And Other Operating Expenditures	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
6000-6999: Capital Outlay	6,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	ESSER III	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000.00

3000-3999: Employee Benefits	LCFF - Base	3,000.00
4000-4999: Books And Supplies	LCFF - Base	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,000.00
None Specified	LCFF - Base	0.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	295,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	300,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	209,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
6000-6999: Capital Outlay	Local Categorical	6,000.00
4000-4999: Books And Supplies	Other	25,000.00
5000-5999: Services And Other Operating Expenditures	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,000.00
2000-2999: Classified Personnel Salaries	Title I	85,000.00
3000-3999: Employee Benefits	Title I	50,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
4000-4999: Books And Supplies	Unrestricted	60,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	655,000.00
Goal 2	52,000.00
Goal 3	15,000.00
Goal 4	452,000.00

School Site Council Membership

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

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

Name of Members	Role
Stacy Lanzi	Principal
Michelle O'Dell	Other School Staff
Marsha Squier	Other School Staff
Deidre Romano	Parent or Community Member
Jessica Rodriguez	Classroom Teacher
Sarah Cervantes	Classroom Teacher
Alisa Sinclair	Parent or Community Member
Grace Trujillo	Classroom Teacher
Cristina Ocampo	Other School Staff
Madison Alves	Parent or Community Member
Tamara VanDerBij	Parent or Community Member
Jackie Kennedy	Parent or Community Member
Taylor Williams	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2026.

Attested:



Principal, Stacy Lanzi on April 22, 2026



SSC Chairperson, Tamara VanDerBij on April 22, 2026

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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