

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murdock Elementary School	11-62661-6007603	March 24, 2021	May 6, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

Goal 3- Developing a partnership with the community in developing greater cultural awareness, tolerance, and understanding.

Murdock Elementary will continue to use state and local assessments to modify instruction and improve student achievement through implementing MTSS as well as provide opportunities for collaboration for teachers to analyze and interpret assessment data as indicated in the LCAP. Murdock Elementary School will provide Professional Development for staff/teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Murdock will provide instructional aides for one-on-one support, intervention before and after-school, and counseling services for students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP surveys are given to students in the fall semester to gather data and take in input. Students were able to share information from their perspectives on the State Priorities highlighted throughout the Plan and comment on issues specifically affecting them. Information was gathered to put in the LCAP where necessary.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal observations are conducted throughout the school year. Findings are used to determine employment and provide Professional Development such as coaching.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The district provides extensive data using both state and district assessments for analysis. All teachers use this data regularly to improve student achievement through PLC days, attending specific workshops related to the areas needed for improvement, and to identify individual student needs.

Not Meeting Performance Goals

We implement Tier 1 interventions and monitor progress. Should we see little to no growth we conduct a round SBIT table meeting involving teachers, counselor and Special Education staff to determine if we need to try different Tier 1 interventions, implement Tier 2 interventions (more intensive), or consider a referral to determine if the student has a learning disability. We also provide after school support through SPARK and tutoring.

Meeting Performance Goals

Students meeting performance goals are being challenged by being placed homogeneously for range 30-45 minutes a day four days a week. The instructional practice of grouping these students provide an opportunity for them to be appropriately challenged. We also make use of adaptive computer technology programs such as Freckle, RN, and Prodigy which provides differentiated instruction.

Exceeding Performance Goals

Students exceeding performance goals are being challenged by being placed homogeneously for range 30-45 minutes a day four days a week. The instructional practice of grouping these students provide an opportunity for them to be appropriately challenged. We also make use of adaptive computer technology programs such as Freckle and Prodigy which provides differentiated instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data from local measures, align instruction to standards and student needs. District sponsored professional development focused on monitoring student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

WUSD works with the Glenn County Office of Education to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers work to provide differentiated instruction in the regular education setting, and there is release time to observe peers. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is aligned to content standards and student performance. Our current Professional Development focus is based on the needs to further develop MTSS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Willows Unified School District provides all staff members a day of in-service in September to expand their knowledge as professionals. Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There are two teachers who are instructional coaches who help out with new teachers and/or with any teachers to utilize best practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate with their grade level peers. There are many opportunities for professional development with a site focus on Common Core implementation, Explicit Direct Instruction, and Positive Behavior and Intervention Support. Some teachers volunteer and participate in professional grants that enhance instruction in mathematics and science.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Recent purchase of CCSS aligned curriculum in Math and ELA coupled with extensive Professional Development has aligned curriculum with instruction. Teachers adhere to recommended instructional minutes for ELA and Math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are dedicated for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson Pacing is scheduled to help students succeed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or at the district office. Additional materials are purchased for English Learners and Special Education students to accommodate different learning modalities while staying focused on the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff utilizes SBE-adopted and standards aligned ELA and Math curriculum daily as verified through teacher observations. This includes intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers work to provide differentiated instruction in the regular education setting. All grades offer flexible reading and math groups based on individual need as indicated by assessments. Ongoing collaboration at each grade level and staff development workshops offer teachers opportunities to address all student needs.

Evidence-based educational practices to raise student achievement

Teachers use direct instruction as an educational practice to raise student achievement. We also vet all intervention materials to ensure that they are evidence based.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are available from family, school, district, and community to assist underachieving students. Parents and community members often volunteer in classrooms and organize school wide fundraisers. The school and district allocate monies to the school site to help improve student achievement especially in the area of technology and professional development.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The County Office of Education provides an after-school homework and activities program (SPARK). In addition, Murdock provides after school interventions taught by credentialed classroom teachers.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I is used to provide salaries and benefits for the ELD aides, the librarian, and the counselor. Title II is used to provide teacher induction for year 1 and year 2 teachers along with stipends for coaches.

Fiscal support (EPC)

Upon available funding, fiscal support is available.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

- School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide Murdock the direction for the following school year.
- English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance.
- Title I Parent Meetings- Meetings are held once per semester to discuss issues related to improving student learning and performance.

Resource Inequities

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

Murdock Elementary School was not identified for CSI, TSI, or ATSI.

Murdock is looking to possibly hire a Bilingual Parent Liaison, who will establish effective communication between home and school and improve community outreach for parents and families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.29%	2.1%	1.48%	14	13	9
African American	.82%	0.65%	0.16%	5	4	1
Asian	5.07%	3.88%	4.12%	31	24	25
Filipino	.65%	0.48%	0%	4	3	0
Hispanic/Latino	51.23%	53.31%	52.88%	313	330	321
Pacific Islander	.49%	0.16%	0.33%	3	1	2
White	36.66%	36.03%	36.24%	224	223	220
Multiple/No Response	2.78%	0.65%	3.62%	17	4	7
Total Enrollment				611	619	607

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	111	108	125
Grade 1	108	97	93
Grade 2	96	114	99
Grade 3	94	102	106
Grade 4	110	93	94
Grade 5	92	105	90
Total Enrollment	611	619	607

Conclusions based on this data:

1. Murdock's overall enrollment has been increasing each year.
2. Most of Murdock's students are Hispanic followed by White.
3. The kindergartens class is declining each year but still over 100 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	200	205	185	32.7%	33.1%	30.5%
Fluent English Proficient (FEP)	2	49	59	.32%	7.9%	9.7%
Reclassified Fluent English Proficient (RFEP)	43	10	10	7.04%	5.0%	4.9%

Conclusions based on this data:

1. Our EL population has declined.
2. We had more RFEPs in 2017-2018 when ELPAC was first released. This was before the made changes to the exit criteria.
3. We have more FEP in 18-19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	93	98	102	90	97	102	90	97	99	96.8	99
Grade 4	92	108	89	89	108	87	89	108	87	96.7	100	97.8
Grade 5	107	89	103	104	89	102	104	89	102	97.2	100	99
All	302	290	290	295	287	286	295	287	286	97.7	99	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2359.	2353.	2357.	5.88	2.22	9.28	9.80	12.22	9.28	28.43	20.00	23.71	55.88	65.56	57.73
Grade 4	2415.	2426.	2415.	8.99	11.11	4.60	15.73	17.59	20.69	25.84	26.85	24.14	49.44	44.44	50.57
Grade 5	2428.	2465.	2476.	5.77	13.48	11.76	9.62	21.35	26.47	27.88	20.22	27.45	56.73	44.94	34.31
All Grades	N/A	N/A	N/A	6.78	9.06	8.74	11.53	17.07	18.88	27.46	22.65	25.17	54.24	51.22	47.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.82	7.78	9.28	26.47	36.67	36.08	64.71	55.56	54.64
Grade 4	10.23	13.89	11.49	44.32	43.52	45.98	45.45	42.59	42.53
Grade 5	4.81	19.10	19.61	37.50	42.70	50.00	57.69	38.20	30.39
All Grades	7.82	13.59	13.64	35.71	41.11	44.06	56.46	45.30	42.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.84	1.11	2.06	41.18	28.89	34.02	50.98	70.00	63.92
Grade 4	11.24	10.19	3.45	42.70	39.81	55.17	46.07	50.00	41.38
Grade 5	8.65	16.85	15.69	44.23	41.57	54.90	47.12	41.57	29.41
All Grades	9.15	9.41	7.34	42.71	36.93	47.90	48.14	53.66	44.76

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	4.44	12.37	65.69	64.44	53.61	28.43	31.11	34.02
Grade 4	10.23	12.96	8.05	45.45	61.11	67.82	44.32	25.93	24.14
Grade 5	6.73	7.87	10.78	47.12	56.18	57.84	46.15	35.96	31.37
All Grades	7.48	8.71	10.49	53.06	60.63	59.44	39.46	30.66	30.07

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.86	8.89	8.25	40.20	36.67	38.14	52.94	54.44	53.61
Grade 4	6.82	15.74	2.30	57.95	47.22	58.62	35.23	37.04	39.08
Grade 5	9.62	19.10	13.73	41.35	40.45	49.02	49.04	40.45	37.25
All Grades	7.82	14.63	8.39	45.92	41.81	48.25	46.26	43.55	43.36

Conclusions based on this data:

1. The scores in 17-18 were higher in the "% above standard" then the other years.
2. Writing is one area of improvement we need to work on with 44.76% of our students below standard.
3. Research/Inquiry is another area of improvement we need to work on with 43.36% of our students below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	93	97	102	90	96	102	90	96	99	96.8	99
Grade 4	92	108	89	89	108	86	89	108	86	96.7	100	96.6
Grade 5	107	89	103	103	89	102	102	89	102	96.3	100	99
All	302	290	289	294	287	284	293	287	284	97.4	99	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2388.	2379.	2374.	6.86	4.44	5.21	20.59	12.22	12.50	19.61	31.11	29.17	52.94	52.22	53.13
Grade 4	2439.	2438.	2424.	6.74	10.19	1.16	24.72	15.74	15.12	30.34	37.04	44.19	38.20	37.04	39.53
Grade 5	2428.	2470.	2474.	2.94	11.24	11.76	7.84	17.98	17.65	20.59	29.21	29.41	68.63	41.57	41.18
All Grades	N/A	N/A	N/A	5.46	8.71	6.34	17.41	15.33	15.14	23.21	32.75	33.80	53.92	43.21	44.72

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	19.61	8.89	8.33	25.49	35.56	34.38	54.90	55.56	57.29	
Grade 4	14.61	14.81	6.98	32.58	30.56	32.56	52.81	54.63	60.47	
Grade 5	5.88	14.61	15.69	20.59	32.58	35.29	73.53	52.81	49.02	
All Grades	13.31	12.89	10.56	25.94	32.75	34.15	60.75	54.36	55.28	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.75	6.67	8.33	32.35	35.56	42.71	54.90	57.78	48.96
Grade 4	13.48	12.04	3.49	44.94	45.37	52.33	41.57	42.59	44.19
Grade 5	6.86	14.61	14.71	26.47	44.94	44.12	66.67	40.45	41.18
All Grades	10.92	11.15	9.15	34.13	42.16	46.13	54.95	46.69	44.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.80	4.44	7.29	46.08	45.56	46.88	44.12	50.00	45.83
Grade 4	14.61	14.81	3.49	40.45	38.89	50.00	44.94	46.30	46.51
Grade 5	3.92	11.24	13.73	37.25	41.57	43.14	58.82	47.19	43.14
All Grades	9.22	10.45	8.45	41.30	41.81	46.48	49.49	47.74	45.07

Conclusions based on this data:

1. In concepts and procedures, we had an increase of .92 in all grades who scored below the standard.
2. Concepts and Procedures is one area needing improvement with 55.28% below standard.
3. We still have work to do but our scores slightly declined in below standard for problem solving and communicating reasons for the 18-19 school year.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1403.8	1391.5	1409.5	1398.7	1390.3	1374.5	40	30
Grade 1	1430.8	1432.1	1445.0	1437.0	1416.2	1426.6	44	38
Grade 2	1462.3	1456.7	1468.9	1457.7	1455.4	1455.3	34	35
Grade 3	1474.6	1460.1	1479.8	1452.0	1468.7	1467.6	34	29
Grade 4	1502.8	1505.2	1500.5	1496.0	1504.6	1513.9	26	30
Grade 5	1508.9	1524.7	1513.5	1523.0	1503.7	1525.7	24	21
All Grades							202	183

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.33	*	26.67	27.50	43.33	30.00	26.67	40	30
1	*	2.63	43.18	28.95	*	47.37	*	21.05	44	38
2	*	2.86	*	25.71	*	60.00	*	11.43	34	35
3		3.45	38.24	10.34	44.12	55.17	*	31.03	34	29
4	*	13.33	53.85	40.00	*	43.33	*	3.33	26	30
5	*	19.05	58.33	42.86	*	33.33	*	4.76	24	21
All Grades	14.85	6.56	39.11	28.42	26.24	48.09	19.80	16.94	202	183

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.33	30.00	30.00	32.50	43.33	*	23.33	40	30
1	34.09	2.63	43.18	31.58	*	52.63	*	13.16	44	38
2	44.12	5.71	*	54.29	*	31.43	*	8.57	34	35
3	*	6.90	44.12	31.03	*	27.59	*	34.48	34	29
4	42.31	20.00	46.15	60.00		10.00	*	10.00	26	30
5	62.50	42.86	*	47.62		9.52	*	0.00	24	21
All Grades	35.64	11.48	36.63	42.08	12.38	31.15	15.35	15.30	202	183

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.33	*	30.00	35.00	40.00	27.50	26.67	40	30
1	*	2.63	*	23.68	31.82	44.74	38.64	28.95	44	38
2	*	2.86	*	17.14	*	42.86	38.24	37.14	34	35
3		0.00	*	13.79	47.06	58.62	47.06	27.59	34	29
4	*	0.00	*	50.00	53.85	26.67	*	23.33	26	30
5	*	4.76	*	9.52	*	66.67	*	19.05	24	21
All Grades	9.41	2.19	22.28	24.59	35.15	45.36	33.17	27.87	202	183

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.50	6.67	37.50	70.00	*	23.33	40	30
1	56.82	47.37	31.82	44.74	*	7.89	44	38
2	47.06	14.29	44.12	77.14	*	8.57	34	35
3	*	3.45	64.71	44.83	*	51.72	34	29
4	46.15	30.00	42.31	63.33	*	6.67	26	30
5	45.83	19.05	50.00	71.43	*	9.52	24	21
All Grades	45.54	21.31	44.06	61.20	10.40	17.49	202	183

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.33	57.50	63.33	32.50	33.33	40	30
1	27.27	0.00	52.27	57.89	*	42.11	44	38
2	52.94	2.86	32.35	82.86	*	14.29	34	35
3	52.94	17.24	*	62.07	*	20.69	34	29
4	53.85	23.33	42.31	70.00	*	6.67	26	30
5	70.83	61.90	*	38.10	*	0.00	24	21
All Grades	41.09	14.75	40.59	63.93	18.32	21.31	202	183

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.33	65.00	66.67	*	30.00	40	30
1	*	5.26	45.45	52.63	47.73	42.11	44	38
2	*	0.00	*	68.57	55.88	31.43	34	35
3		3.45	41.18	34.48	58.82	62.07	34	29
4	*	0.00	65.38	70.00	*	30.00	26	30
5	*	4.76	45.83	76.19	*	19.05	24	21
All Grades	12.87	2.73	46.53	60.66	40.59	36.61	202	183

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.50	43.33	30.00	26.67	42.50	30.00	40	30
1	*	7.89	52.27	63.16	29.55	28.95	44	38
2	*	5.71	61.76	60.00	*	34.29	34	35
3	*	0.00	76.47	72.41	*	27.59	34	29
4	*	20.00	76.92	73.33	*	6.67	26	30
5	*	9.52	66.67	90.48	*	0.00	24	21
All Grades	14.85	14.21	58.42	62.84	26.73	22.95	202	183

Conclusions based on this data:

1. Students are most successful in the Listening Domain with 45.54% of our students scoring in Level 3 & 4.
2. EL students score higher on reading than writing.
3. Overall, the majority of our students are scoring in Level 3 and 4.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
619	75.1	33.1	1.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	33.1
Foster Youth	11	1.8
Homeless	38	6.1
Socioeconomically Disadvantaged	465	75.1
Students with Disabilities	62	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	13	2.1
Asian	24	3.9
Filipino	3	0.5
Hispanic	330	53.3
Two or More Races	17	2.7
Pacific Islander	1	0.2
White	223	36.0





Conclusions based on this data:

1. About 75.1% of MES' students are socioeconomically disadvantaged.
2. Biggest ethnic population at MES is Hispanic followed by White.
3. About 6.1% of MES' population is homeless and 1.8% are in foster.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1243 506 1333 537">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. MES' suspension was great last year which put MES at green.
2. MES received an orange in ELA and Math. There is work that needs to be done.
3. MES received an orange in Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 49.7 points below standard Maintained -0.1 points 274	<p>English Learners</p>  Yellow 57.7 points below standard Increased ++12.2 points 120	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 84.2 points below standard Declined Significantly -29.5 points 17	<p>Socioeconomically Disadvantaged</p>  Orange 60.2 points below standard Maintained ++1.7 points 207	<p>Students with Disabilities</p>  Orange 84.5 points below standard Increased ++9.7 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 61.2 points below standard Maintained -1.2 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 54 points below standard Increased ++8.1 points 157	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 38.9 points below standard Declined -13.6 points 92

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.1 points below standard Increased ++5.2 points 72	3.1 points below standard Increased ++9.6 points 48	47.4 points below standard Declined -10.4 points 149

Conclusions based on this data:

- MES maintained their points by .1 points from previous year.
- MES is currently 49.7 points below standard.
- There are no subgroups in red but in orange which are: Socioeconomically disadvantaged, students with disabilities, and white.

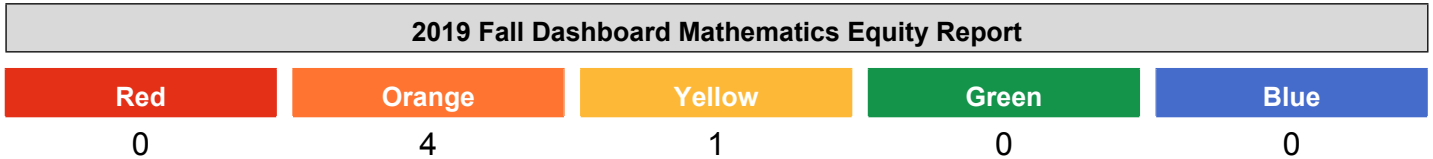
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 56.1 points below standard Declined -6.3 points 273	<p>English Learners</p>  Orange 66.6 points below standard Declined -7.5 points 120	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 104.9 points below standard Declined Significantly -60.1 points 17	<p>Socioeconomically Disadvantaged</p>  Orange 68.3 points below standard Declined -6.5 points 206	<p>Students with Disabilities</p>  Yellow 89.9 points below standard Increased Significantly ++21.1 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 49.3 points below standard Declined -15 points 12	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.8 points below standard Declined -4.4 points 156	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 41.8 points below standard Declined -7.6 points 92

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.9 points below standard Declined -11.7 points 72	19.6 points below standard Declined -13.2 points 48	50 points below standard Declined -5.5 points 149

Conclusions based on this data:

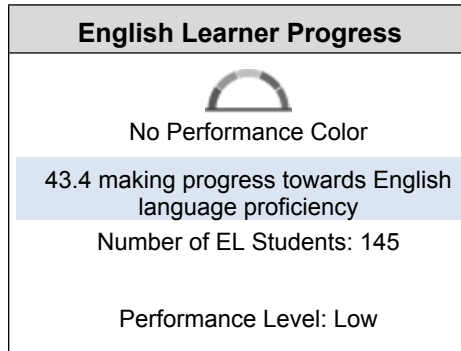
1. MES had a decline of 6.3 points from previous year.
2. MES is 56.1 points below standard.
3. MES has no red subgroups but a few oranges: English Learners, Hispanic, Socioeconomically disadvantaged, and white.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
17.9	38.6		43.4

Conclusions based on this data:

1. Only 43.4% of MES ELD students are making progress towards English language proficiency.
2. MES had 63 students who made an improvement by at least one ELPI level.
3. Overall, MES ELD students are still performing at a low level.

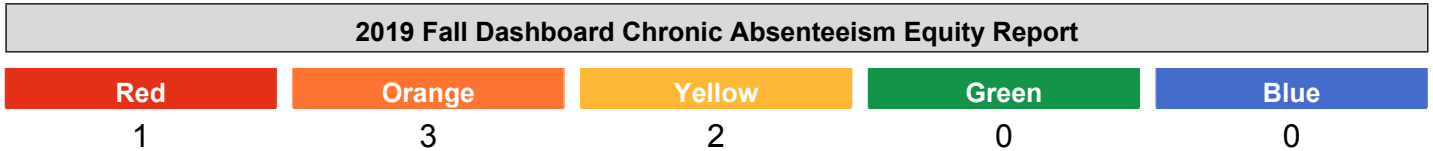
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
11.7	10.1	9.1
Increased +0.6	Declined -0.6	Increased +3.2
657	217	11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Orange
35.1	13.3	18.1
Increased +17.6	Maintained +0.1	Increased +4.2
57	504	72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 15.4 Increased +8.2 13	 No Performance Color 3.8 Declined -2.4 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8 Declined -1 343	 No Performance Color 13.6 Increased +2.5 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 12.2 Increased +1.8 245

Conclusions based on this data:

- MES had an increase in Chronic Absenteeism by .6%.
- Last year, approximately 11.7% of the students were chronically absent.
- The following subgroup is in red: Homeless. The following subgroups are in orange: students with disabilities, socioeconomically disadvantaged, and white.

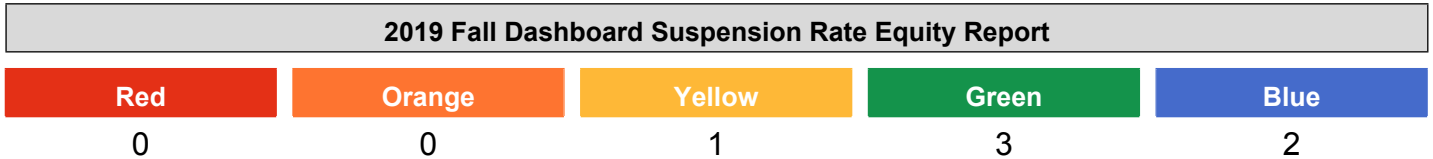
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.4</p> <p>Declined Significantly -3.6</p> <p>666</p>	<p>English Learners</p>  <p>Blue</p> <p>0.5</p> <p>Declined Significantly -2.2</p> <p>217</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -27.8</p> <p>11</p>
<p>Homeless</p>  <p>Yellow</p> <p>5.1</p> <p>Declined -2.7</p> <p>59</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6</p> <p>Declined Significantly -4.4</p> <p>511</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>2.7</p> <p>Declined -4.2</p> <p>73</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color 7.7 Declined -10 13	 No Performance Color 0 Declined -6.3 26	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.6 Declined Significantly -2.3 347	 No Performance Color 0 Declined -5.3 22	 No Performance Color Less than 11 Students - Data 1	 Green 2 Declined Significantly -4.6 250

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	1.4

Conclusions based on this data:

1. MES suspension rate declined by 3.6%.
2. About 1.4% of MES' students were suspended at least once in 18-19.
3. There were no red or orange subgroups. Only one subgroup in yellow: Homeless students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Performance on school, district, state assessment

LEA/LCAP Goal

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

Pupil Outcomes:

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores	CAASPP- ELA- 49.7 points below standard CAASPP- Math- 56.1 point below standard	CAASPP- ELA hoping to make a decline of 3 points from 49.7 to 46.7. CAASPP- Math hoping to make a decline of 3 points from 56.1 to 53.1.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- focus on low performing students

Strategy/Activity

1. Identify students early in the school year who are at-promise and implement standards based intervention to enhance their classroom learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School-wide intervention period of 30-45 minutes per school day, before school and after school.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide additional staffing for classroom assistance (Instructional Aide I & II).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
105,733	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional salary costs
37,006	LCFF - Supplemental 3000-3999: Employee Benefits Employer statutory costs (PERS, FICA, etc.)
24,023	Title I 2000-2999: Classified Personnel Salaries Stat. Employee Costs
8,408	Title I 3000-3999: Employee Benefits Stat. Employee Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
53,465	LCFF - Base 4000-4999: Books And Supplies Instructional Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4. Provide opportunities for teacher training and paraprofessional training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
22,350	LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel, on-site presenters, collaboration resources
13,715	LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Stipends for C2Core Day

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5. Continue to provide updated Math and Reading Programs for all classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
35,641	LCFF - Base 4000-4999: Books And Supplies

	Textbooks
11,490	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Read Naturally, Accelerated Math & Accelerated Reading licensing

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6. Continue to provide learning opportunities through technology for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
35,000	LCFF - Base 4000-4999: Books And Supplies Classroom TV installations, replacement of classroom printers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students-- and low performing students

Strategy/Activity

7. Provide a librarian who will maintain library materials, and help low performing students during intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
17,965	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library Salary Costs
22,447	Title I 2000-2999: Classified Personnel Salaries

10,595	LCFF - Supplemental 3000-3999: Employee Benefits
14,467	Title I 3000-3999: Employee Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

0	
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socially disadvantaged, ELs, Foster, and Homeless students

Strategy/Activity

The counselor will provide additional services for our subgroups: socially disadvantaged, ELs, Foster, and Homeless students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
26,873	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries MES Counselor
40,309	Title I 1000-1999: Certificated Personnel Salaries
5,606	LCFF - Supplemental 3000-3999: Employee Benefits
8,408	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The aides have been preparing and modifying instructional materials to students in the classroom, and translating for parents and teachers as required.

The counselor has been providing counseling sessions to individuals and groups in crisis situations, such as prevention and behavior intervention. The counselor has been working with teachers to make sure students are succeeding in their classrooms, as well as communicating with GCOE Foster/Homeless Youth Coordinator to make sure that we are providing services for our foster and homeless students. The counselor has been making weekly home visits to the families of our at-risk learners.

As a result of this funding, WUSD worked with GCOE's SPARK (Supporting Participation in Academic and Recreation for Kids) Program to serve our low income students from grades kindergarten to fifth grade. The program begins at the close of each regular school day and runs till 5:30pm.

Teachers feel that having GCOE employees to tutor our students is great but those tutors don't know what is happening in the classroom. They feel that if we run our own after-school program, we would see a higher benefit in student grades and achievement.

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

A part of the following employees salaries and benefits are being paid out of Title I- instructional aides, librarians, and counselor.

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.

Parents are coming into the office and there may not be someone there to help translate in Spanish. Hiring a bilingual parent liaison would assist our parents in accessing information and provide valuable support for our EL students.

Local control of Alternative Programs will be considered in accordance with new federal guidelines that will allow districts flexibility in designing their own tutoring programs.

We will be having a conversation next year with GCOE if we want to continue having their services in the future.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Safety

LEA/LCAP Goal

LCAP Goal 3:(Meets State Priority 3, 5, 6)
 Engagement:
 Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, and community involvement and input.

Goal 2

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

Identified Need

MES had about 1.4% of their students suspended at least once during the 18-19 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard CALPADS report 7.1	1.4% of MES students suspended at least once 56 disruption/defiance 5 caused physical injury	A decline by at least .1% in students suspended once 55 or less disruption/defiance 4 or less physical injury

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide materials, supplies, and program necessary for tobacco awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

LCFF - Base
4000-4999: Books And Supplies
Materials for Red Ribbon Week

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Purchase surveillance equipment- lighting and cameras.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,500

Source(s)

Other
6000-6999: Capital Outlay
Additional lighting and security cameras

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Purchase materials under MTSS such as Freakle ELA & Math, counseling materials and resources

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,000

Source(s)

Other
4000-4999: Books And Supplies
PBIS Materials - MTSS

800

LCFF - Base
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement PBIS Program School Wide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1000

Source(s)

Other
4000-4999: Books And Supplies
PBIS Materials- MTSS

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Murdock will continue to foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance; low suspension rates; a culture that promotes student and employee safety.

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

Due to COVID, many things were budgeted to meet the needs for learning loss.

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

The Ca School Dashboard will help our district and schools identify needs for all diverse student population.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Partnership with community

LEA/LCAP Goal

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

Engagement:

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for parent meetings, forums, etc.	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	An increase of at least +1 parent attendee at a meeting

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide opportunities for Parents to be involved in developing school policy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings
2500	Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for meetings, parent engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Continue to promote communication between school and home (Blackboard Connect, Aeries Portal, Remind, ClassDojo) and engagement team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,500	LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communication tools (approx site share of cost)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

MES will continue to examine existing committees and develop a plan to include additional parents from various groups in the decision making process (SSC, DELAC/ELAC, etc.). the plan will include

making sure that a bilingual interpreter is available and incorporate opportunities for parents to better understand educational programs.

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

No major differences.

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

The Ca School Dashboard will help our district and schools identify needs for all diverse student population.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

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

Pupil Outcomes:

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

Goal 4

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

Identified Need

From the 18-19 ELPAC results, Murdock had 8 students that were redesignated. According to the CA Dashboard, Murdock had 6.56% ELs who were proficient, 16.94% ELs who were minimally developed, 48.09% ELs who were somewhat developed, 28.42% ELs who were moderately developed, and 6.56% ELs who were well developed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	43.3% ELs are making progress towards English Proficiency.	Have an increase of 45% of students making progress towards English Proficiency.
CA Dashboard	6.56% were proficient, 16.94% were minimally developed, 48.09% were somewhat developed, 28.42% were moderately developed, and 6.56% were well developed.	Have an increase by 1% in each area.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

One-on-one support with a paraprofessional.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Murdock will continue to monitor ELD student progress through:

- Observation in designated ELD classes
- Progress on student report cards
- Formal and informal Assessments
- Data discussion at DELAC and ELAC

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

Murdock will continue to provide instructional aides and professional development for staff.

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.

This goal is new to the 19-20 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$513,301.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$120,562.00

Subtotal of additional federal funds included for this school: \$120,562.00

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 (\$)
	\$0.00
LCFF - Base	\$163,971.00
LCFF - Supplemental	\$224,268.00
Other	\$4,500.00

Subtotal of state or local funds included for this school: \$392,739.00

Total of federal, state, and/or local funds for this school: \$513,301.00

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
	0.00
LCFF - Base	163,971.00
LCFF - Supplemental	224,268.00
Other	4,500.00
Title I	120,562.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	88,397.00
2000-2999: Classified Personnel Salaries	170,168.00
3000-3999: Employee Benefits	84,490.00
4000-4999: Books And Supplies	128,106.00
5000-5999: Services And Other Operating Expenditures	38,840.00
5800: Professional/Consulting Services And Operating Expenditures	800.00
6000-6999: Capital Outlay	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	13,715.00

4000-4999: Books And Supplies	LCFF - Base	124,606.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	24,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	800.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	34,373.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	123,698.00
3000-3999: Employee Benefits	LCFF - Supplemental	53,207.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,490.00
4000-4999: Books And Supplies	Other	2,000.00
6000-6999: Capital Outlay	Other	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	40,309.00
2000-2999: Classified Personnel Salaries	Title I	46,470.00
3000-3999: Employee Benefits	Title I	31,283.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	501,001.00
Goal 2	5,800.00
Goal 3	6,500.00

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
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Shirley Williams	Principal
Marsha Squier	Other School Staff
Evelyn Niehues	Other School Staff
Jennipher Dace	Classroom Teacher
Karen Colombo	Classroom Teacher
Monica Harrigan	Classroom Teacher
Eileen Niblack	Parent or Community Member
Monica Paniagua	Parent or Community Member
Kate Niehues	Parent or Community Member
Stephanie Southam	Parent or Community Member
Kathleen Morrison	Parent or Community Member
Carla Huttman	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

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 March 24, 2021.

Attested:

Principal, Shirley J. Williams on March 24, 2021

SSC Chairperson, Carla Huttman on March 24 2021

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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