



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Murphy Middle School	43 69583 6100325	May 18, 2023	June 18, 2024

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

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

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

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

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

Schoolwide Program
 Additional Targeted Support and Improvement
 Based on the CA Schools Dashboard, Martin Murphy has been identified for ATSI for the following student group(s):
 English Learner, students identified as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Students with Disabilities, Two or more races

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, Martin Murphy has been identified for ATSI for the following student group(s): English Learner, students identified as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Students with Disabilities, Two or more races

Students are served through district-wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Actions are monitored for effectiveness through various metrics, and future plans are adjusted to ensure that they demonstrate the desired outcome. Program and service evaluations must consider the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services but an infrastructure to share professional learning about program effectiveness in meeting common goals. These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Educational Partner Involvement

How, when, and with whom did Martin Murphy Middle 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

During the year, the Murphy administration sought input from parents (School Site Council, Coffee Talks, and ELAC), students (Student Voices, Student Leadership), and staff (Guiding Coalition). The suggestions focused on safety, meeting the needs of high-achieving students, and working towards creating a culture where students have input and safe places to voice their needs, wants, and thoughts.

Last year, student input led to a spring 6th-grade orientation, universal accommodations (bathroom, water, food, stretching breaks), indoor school beautification, and a focus on safety. Additionally, stakeholder input has informed the decisions for the upcoming year to continue to explore ways to support students' social-emotional needs, establish additional clubs, provide more lunch activities, continue campus safety measures, and incorporate college and career activities for the 2024-2025 school year. Murphy staff focuses on prevention with a strong emphasis on relationship building, including students in decision-making through the Climate and Culture/ Student Voices group, using PBIS, and implementing restorative practices.

School Site Council meetings: 9/28, 10/19, 11/30, 1/18, 1/15, 3/14, 4/25, and 5/23

Coffee Talks: 9/29, 10/27, 11/16, 12/15, 1/26, 2/16, 3/22, 4/26 and 5/31

ELAC meetings: 10/23, 11/14, 1/23, 3/7, and 5/14

Resource Inequities

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

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

Based on the CA Schools Dashboard, Martin Murphy has been identified for ATSI for the following student group(s): English Learners, students identified as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Students with Disabilities, Two or more races

Many resource inequities are impacting the learning of English Learners, students identified as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Students with Disabilities, and Two or more races. Some inequities include but are not limited to, access to mental health resources, transportation, access to differentiated curriculum based on an academic level, lack of curriculum and support for language acquisition, access to content, and class size making it difficult to differentiate lessons. Also due to staffing and state requirements, there is a lack of elective offerings for students and a lack of consistency with teaching staff that impact the students' sense of belonging.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For the overall performance, on the California Dashboard, Murphy scored in the "Orange" category in English Language Arts and Math.

Murphy scored in the "Red" performance category in Chronic Absenteeism and Suspensions.

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

Based on the overall performance indicators, no student group is two or more performance levels below "all student" performance.

Other Needs

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

Additionally, the Winter iReady data indicates that 46% of Murphy students scored two or more grade levels below in math

and 46% of Murphy students scored two or more grade levels below in reading. In Math, students had difficulty with Geometry. In Reading, students had difficulty with "comprehension of literature" and "informational text."

The district-administered 2023-2024 Hanover Research Survey indicates that of the 494 students who took the survey, 37% of the students reported that instruction at my school is [engaging/fun] and interesting. This information tells us that Murphy teachers need to re-evaluate the strategies used in the classroom. Training in Constructing Meaning strategies, classroom management techniques, and differentiation strategies may increase the percentage of students who report being engaged and interested in class.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.31%	0.36%	0.38%	2	2	2
African American	1.71%	2.18%	2.88%	11	12	15
Asian	14.11%	14.36%	14.20%	91	79	74
Filipino	4.81%	4.55%	4.61%	31	25	24
Hispanic/Latino	51.16%	53.64%	51.44%	330	295	268
Pacific Islander	0.78%	0.55%	0.77%	5	3	4
White	20.00%	17.82%	18.23%	129	98	95
Multiple/No Response	4.34%	4.55%	5.18%	28	25	27
Total Enrollment				645	550	521

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	223	172	177
Grade 7	187	202	164
Grade 8	235	176	180
Total Enrollment	645	550	521

Conclusions based on this data:

- Murphy enrollment continues to decline due to a number of factors; families moving to other cities or states for more affordable housing, cost of living in the Bay Area, and the ability to work remotely.
- From 2021-2022 to 2022-2023, students identifying as Asian, Filipino, Hispanic, White, and Pacific Islander all declined in student population.
- The population of students identifying as Hispanic is the largest demographic served by Martin Murphy making up 53.6% of our total population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	111	83	64	13.5%	17.2%	12.3%
Fluent English Proficient (FEP)	101	94	89	18.4%	15.7%	17.1%
Reclassified Fluent English Proficient (RFEP)				7.6%		

Conclusions based on this data:

1. The percentage of English Learners declined 2% last school year.
2. The percentage of English Learners who progressed at least one ELPI level increased from 41.3% in 2021-2022 to 61.3% in 2022-2023.
3. In 2021-2022 43.5% of English Learners are making progress towards English language proficiency. In 2022-2023, the percent increased to 60.6%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	184	211	172	0	204	170	0	204	170	0.0	96.7	98.8
Grade 7	237	186	195	0	170	189	0	170	189	0.0	91.4	96.9
Grade 8	259	239	180	0	225	173	0	225	172	0.0	94.1	96.1
All Grades	680	636	547	0	599	532	0	599	531	0.0	94.2	97.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2506.	2494.		13.73	7.65		29.41	30.00		26.47	31.18		30.39	31.18
Grade 7		2521.	2515.		12.35	14.29		28.82	26.98		25.29	22.22		33.53	36.51
Grade 8		2553.	2530.		14.67	10.47		30.22	28.49		31.11	29.07		24.00	31.98
All Grades	N/A	N/A	N/A		13.69	10.92		29.55	28.44		27.88	27.31		28.88	33.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.69	8.24		54.90	58.24		29.41	33.53
Grade 7		12.94	12.17		60.00	58.20		27.06	29.63
Grade 8		15.56	12.79		58.22	53.49		26.22	33.72
All Grades		14.86	11.11		57.60	56.69		27.55	32.20

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.65	8.24		48.53	58.24		33.82	33.53
Grade 7		17.65	19.58		46.47	44.97		35.88	35.45
Grade 8		19.56	8.14		53.33	56.40		27.11	35.47
All Grades		18.36	12.24		49.75	52.92		31.89	34.84

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.75	11.18		71.08	75.88		16.18	12.94
Grade 7		9.41	13.76		75.29	69.84		15.29	16.40
Grade 8		9.78	14.53		73.78	67.44		16.44	18.02
All Grades		10.68	13.18		73.29	71.00		16.03	15.82

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		16.18	14.71		62.75	62.94		21.08	22.35
Grade 7		15.88	16.40		61.76	60.32		22.35	23.28
Grade 8		18.67	16.86		68.00	65.70		13.33	17.44
All Grades		17.03	16.01		64.44	62.90		18.53	21.09

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Conclusions based on this data:

1. In 2022-2023, 67% of Murphy students are at or above standard in reading, which is down 4% from the previous year.
2. In writing, 65% of Murphy students are at or above standard.
3. In 2022-2023, 84% of Murphy students are at or above standard in listening and demonstrating effective communication skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	184	211	172	0	204	166	0	204	166	0.0	96.7	96.5
Grade 7	237	186	195	0	171	185	0	171	185	0.0	91.9	94.9
Grade 8	259	239	181	0	228	172	0	228	172	0.0	95.4	95.0
All Grades	680	636	548	0	603	523	0	603	523	0.0	94.8	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2473.	2477.		9.31	9.04		11.76	14.46		30.39	31.33		48.53	45.18
Grade 7		2479.	2498.		11.11	13.51		15.20	12.97		23.98	30.81		49.71	42.70
Grade 8		2519.	2498.		17.11	10.47		18.86	12.79		14.91	25.58		49.12	51.16
All Grades	N/A	N/A	N/A		12.77	11.09		15.42	13.38		22.72	29.25		49.09	46.27

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.84	13.25		39.71	37.95		52.45	48.80
Grade 7		9.94	10.81		38.60	45.95		51.46	43.24
Grade 8		17.98	9.88		42.54	44.19		39.47	45.93
All Grades		12.27	11.28		40.46	42.83		47.26	45.89

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.82	9.04		48.04	51.20		43.14	39.76
Grade 7		10.53	12.97		50.29	49.73		39.18	37.30
Grade 8		17.98	9.88		46.49	54.07		35.53	36.05
All Grades		12.77	10.71		48.09	51.63		39.14	37.67

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.80	7.83		56.86	55.42		33.33	36.75
Grade 7		10.53	10.27		57.89	59.46		31.58	30.27
Grade 8		12.28	9.30		57.89	59.30		29.82	31.40
All Grades		10.95	9.18		57.55	58.13		31.51	32.70

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Conclusions based on this data:

1. In 2022-2023, only 24% of Murphy students are at or above standard in Math.
2. Although minimal, the percentages increased in the at or near standard in all Math sub-categories.
3. The percentage of students above standard decreased in all sub categories.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1527.6	1529.3	1526.7	1528.1	1526.5	1537.4	1526.4	1531.8	1515.6	25	28	20
7	1544.8	1500.5	1539.1	1551.4	1496.2	1547.5	1537.4	1504.4	1530.1	38	32	19
8	1537.3	1521.7	1553.0	1541.4	1520.5	1561.0	1532.7	1522.5	1544.6	27	42	28
All Grades										90	102	67

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	28.57	10.00	36.00	21.43	50.00	40.00	35.71	30.00	4.00	14.29	10.00	25	28	20
7	18.42	3.13	47.37	39.47	46.88	10.53	34.21	25.00	21.05	7.89	25.00	21.05	38	32	19
8	11.11	19.05	25.00	40.74	26.19	39.29	33.33	38.10	25.00	14.81	16.67	10.71	27	42	28
All Grades	16.67	16.67	26.87	38.89	31.37	34.33	35.56	33.33	25.37	8.89	18.63	13.43	90	102	67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	28.00	42.86	50.00	60.00	35.71	45.00	8.00	14.29	0.00	4.00	7.14	5.00	25	28	20
7	34.21	18.75	47.37	47.37	43.75	31.58	7.89	18.75	15.79	10.53	18.75	5.26	38	32	19
8	33.33	26.19	39.29	44.44	38.10	39.29	3.70	21.43	14.29	18.52	14.29	7.14	27	42	28
All Grades	32.22	28.43	44.78	50.00	39.22	38.81	6.67	18.63	10.45	11.11	13.73	5.97	90	102	67

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.00	17.86	0.00	24.00	7.14	20.00	40.00	46.43	50.00	28.00	28.57	30.00	25	28	20
7	5.26	0.00	10.53	28.95	15.63	31.58	47.37	40.63	21.05	18.42	43.75	36.84	38	32	19
8	3.70	2.38	7.14	18.52	21.43	25.00	51.85	52.38	50.00	25.93	23.81	17.86	27	42	28
All Grades	5.56	5.88	5.97	24.44	15.69	25.37	46.67	47.06	41.79	23.33	31.37	26.87	90	102	67

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	16.00	18.52	10.00	72.00	59.26	80.00	12.00	22.22	10.00	25	27	20	
7	15.79	3.13	0.00	73.68	62.50	68.42	10.53	34.38	31.58	38	32	19	
8	25.93	11.90	14.29	48.15	54.76	64.29	25.93	33.33	21.43	27	42	28	
All Grades	18.89	10.89	8.96	65.56	58.42	70.15	15.56	30.69	20.90	90	101	67	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	76.00	62.96	70.00	20.00	33.33	25.00	4.00	3.70	5.00	25	27	20	
7	68.42	70.00	89.47	21.05	16.67	5.26	10.53	13.33	5.26	38	30	19	
8	65.38	58.54	82.14	23.08	26.83	10.71	11.54	14.63	7.14	26	41	28	
All Grades	69.66	63.27	80.60	21.35	25.51	13.43	8.99	11.22	5.97	89	98	67	

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.00	25.00	0.00	36.00	21.43	40.00	56.00	53.57	60.00	25	28	20
7	15.79	0.00	10.53	36.84	48.39	42.11	47.37	51.61	47.37	38	31	19
8	7.41	4.76	14.29	37.04	35.71	50.00	55.56	59.52	35.71	27	42	28
All Grades	11.11	8.91	8.96	36.67	35.64	44.78	52.22	55.45	46.27	90	101	67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.00	11.11	15.00	84.00	74.07	70.00	4.00	14.81	15.00	25	27	20
7	7.89	6.25	10.53	84.21	71.88	78.95	7.89	21.88	10.53	38	32	19
8	0.00	7.14	3.57	92.59	78.57	85.71	7.41	14.29	10.71	27	42	28
All Grades	6.67	7.92	8.96	86.67	75.25	79.10	6.67	16.83	11.94	90	101	67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In Overall Language, the level four 2021-2022 6th and 7th grade students made significant growth when they became 7th and 8th grade students in 2022-2023.
2. The 2021-2022, level four 6th and 7th grade students increased in Oral Language and Speaking Domain as they progressed to 7th and 8th grade in 2022-2023.
3. In 2022-2023, 60% of 6th grade students, 58% of 7th grade students and 64% of 8th grade students scored above level two.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
550	41.6	15.1	0.2
Total Number of Students enrolled in Martin Murphy Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	15.1
Foster Youth	1	0.2
Homeless	51	9.3
Socioeconomically Disadvantaged	229	41.6
Students with Disabilities	81	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.2
American Indian	2	0.4
Asian	79	14.4
Filipino	25	4.5
Hispanic	295	53.6
Two or More Races	25	4.5
Pacific Islander	3	0.5
White	98	17.8

Conclusions based on this data:

1. Murphy's English Learners comprise 15.1% of the student population, down from 17.2% the previous year.
2. Murphy's Students with Disabilities populations consists of 14.7% of the student population which is down 2%.
3. Murphy's Socioeconomically Disadvantaged population consists of 41.6% of the student population which is up 12% since 2021-22

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Murphy's suspension increased by 2% from last year.
2. Murphy's English Learner increased 17.1% from last year.
3. From 2021-2022 to 2022-2023, Murphy remained in the orange band for ELA and Math, with students dropping 18.2 points below standard and Math only declining .2 points below standard.

School and Student Performance Data

Academic Performance English Language Arts

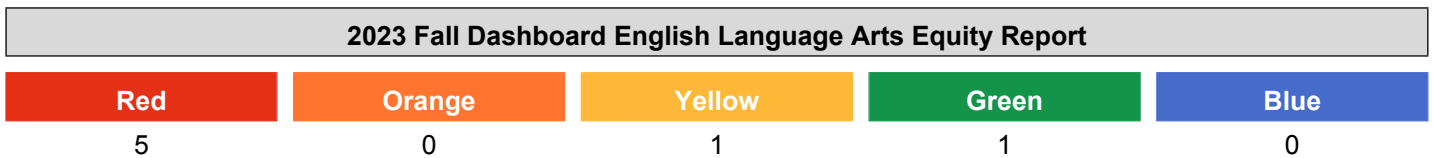
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 33.5 points below standard Decreased Significantly -15.2 points 519 Students	<p>English Learners</p>  Red 93 points below standard Decreased -5.6 points 99 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Red 98.8 points below standard Maintained +2.2 points 46 Students	<p>Socioeconomically Disadvantaged</p>  Red 73.3 points below standard Decreased -4.2 points 215 Students	<p>Students with Disabilities</p>  Red 131.1 points below standard Decreased Significantly -18 points 81 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
69.7 points below standard 12 Students	Less than 11 Students 2 Students	 Green 40 points above standard Decreased -7.1 points 78 Students	3.3 points above standard Increased +14.6 points 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74 points below standard Decreased -8.8 points 273 Students	8.7 points above standard Decreased -9.6 points 25 Students	Less than 11 Students 3 Students	 Yellow 8 points above standard Decreased -13.5 points 93 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.4 points below standard Decreased -14.8 points 57 Students	53.1 points below standard Decreased -12.8 points 42 Students	29.2 points below standard Decreased Significantly -19.9 points 353 Students

Conclusions based on this data:

1. Murphy students in all subgroups remained below standard in ELA in 2023.
2. In 2023, students identifying as Asian scored 40 points above standard, and White scored eight points above standard.
3. In 2023, current English Learners, Reclassified English Learners, and English Only remained below standard.

School and Student Performance Data

Academic Performance Mathematics

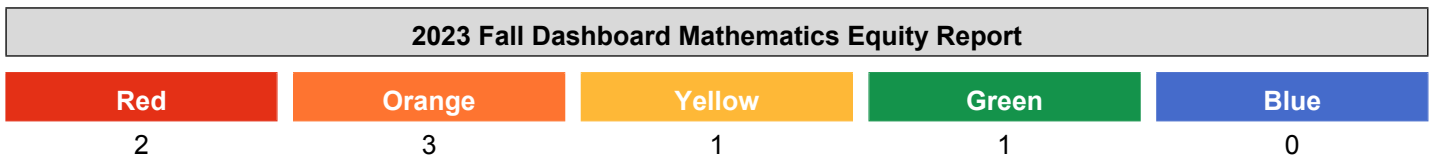
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 72.5 points below standard Maintained +0.2 points 509 Students	<p>English Learners</p>  Red 151.7 points below standard Decreased -13.4 points 98 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Orange 132.1 points below standard Increased Significantly +36.8 points 46 Students	<p>Socioeconomically Disadvantaged</p>  Orange 121.2 points below standard Increased +5.3 points 213 Students	<p>Students with Disabilities</p>  Red 179.6 points below standard Maintained +1.1 points 81 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
145.5 points below standard 12 Students	Less than 11 Students 2 Students	 Green 1.8 points above standard Maintained -1.5 points 75 Students	28 points below standard Increased Significantly +35.2 points 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 112.5 points below standard Increased +6.5 points 269 Students	23.5 points below standard Increased Significantly +15.7 points 24 Students	Less than 11 Students 3 Students	 Yellow 32.8 points below standard Increased +3.6 points 93 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
195.2 points below standard Decreased Significantly -32.2 points 59 Students	92.6 points below standard Decreased -11.9 points 40 Students	67.4 points below standard Maintained -2.1 points 350 Students

Conclusions based on this data:

1. In 2023, all of Murphy's student groups remained well below standard.
2. In 2023, the students identifying as Asian scored above standard, and students identifying as Hispanic increased by 6.5 points.
3. In the 2023 CA Dashboard data, Murphy's current English Learners, Reclassified English Learners and English Only students scored well below standard.

School and Student Performance Data

Academic Performance English Learner Progress

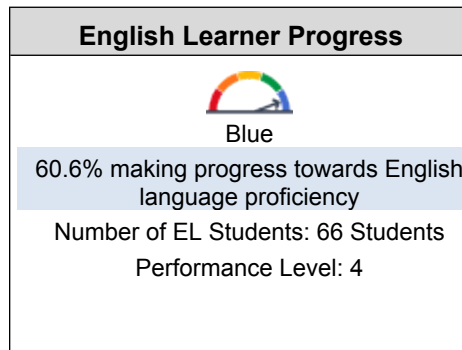
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	16	2	38

Conclusions based on this data:

1. In 2023, 60.6% of the 66 Murphy's English Learners progressed toward English proficiency.
2. In 2023, 16% of Murphy's English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H
3. In 2023, 38% of Murphy's English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report







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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Red</p> <p>28.4% Chronically Absent</p> <p>Increased 0.8</p> <p>571 Students</p>	<p>Red</p> <p>38.3% Chronically Absent</p> <p>Increased 3.6</p> <p>94 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>44.3% Chronically Absent</p> <p>Declined -8.9</p> <p>61 Students</p>	<p>Red</p> <p>43.4% Chronically Absent</p> <p>Increased 2.6</p> <p>256 Students</p>	<p>Orange</p> <p>41.9% Chronically Absent</p> <p>Declined -0.9</p> <p>93 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>41.7% Chronically Absent</p> <p>Increased 10.9</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Orange</p> <p>11.4% Chronically Absent</p> <p>Increased 4.8</p> <p>79 Students</p>	<p>12% Chronically Absent</p> <p>Declined -7.4</p> <p>25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>36.3% Chronically Absent</p> <p>Increased Significantly 3.5</p> <p>314 Students</p>	<p></p> <p>Red</p> <p>27% Chronically Absent</p> <p>Maintained -0.1</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Orange</p> <p>20.2% Chronically Absent</p> <p>Declined -8.7</p> <p>99 Students</p>

Conclusions based on this data:

- Overall in 2023, Murphy's Chronic Absenteeism for All Students/Student Group increased from 27.6% to 28.4%
- Overall in 2023, Murphy's Chronic Absenteeism by Student Groups were all at "very high" status with the exception of Students with Disabilities and students experiencing homelessness.
- Overall in 2022, Murphy's Chronic Absenteeism by Race/Ethnicity, all subgroups are at "very high" with the exception of Asian students.

School and Student Performance Data

Conditions & Climate Suspension Rate

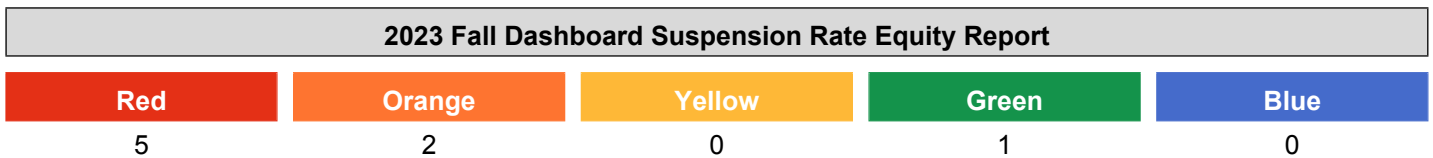
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students 2 Students
13.1% suspended at least one day	21.9% suspended at least one day	
Increased 2 580 Students	Increased 2.8 96 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Red
25.8% suspended at least one day	19.2% suspended at least one day	20.6% suspended at least one day
Increased 10.1 62 Students	Increased 1.6 261 Students	Increased 3.1 97 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>23.1% suspended at least one day</p> <p>Increased 1.6 13 Students</p>	<p>Less than 11 Students 3 Students</p>	<p> Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 1.9 79 Students</p>	<p>4% suspended at least one day</p> <p>Increased 4 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>16.3% suspended at least one day</p> <p>Increased 2.6 319 Students</p>	<p> Orange</p> <p>13.2% suspended at least one day</p> <p>Declined -1.4 38 Students</p>	<p>Less than 11 Students 3 Students</p>	<p> Green</p> <p>8% suspended at least one day</p> <p>Declined -0.9 100 Students</p>

Conclusions based on this data:

- In 2023, 13.1% students were suspended at least one day.
- In 2023, suspension rates for Murphy Student Groups ranged from the high 25.8% of students experiencing homelessness to the lowest 19.2% of Socioeconomically Disadvantaged
- In 2023, only 5.1% of students identifying as Asian were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness

By May 2025, the percentage of Murphy students, including English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or More Races, and Students with Disabilities, will have met the expected growth by an increase of 5% or more. This will be measured by their iReady scores in Reading and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Academics: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

Identified Need

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

English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged students, students of two or more Races, and Students with Disabilities are underperforming compared to all students at Martin Murphy. The identified needs are to increase reading proficiency and math proficiency within our above-mentioned student population.

57% of all Murphy students did not meet their typical growth goal level as measured by the iReady Reading Assessment.

62% of English Learners did not meet their typical growth goal level as measured by the iReady Reading Assessment.

62% of students identifying as Hispanic did not meet their typical growth goal level as measured by the iReady Reading Assessment.

65% of students experiencing homelessness did not meet their typical growth goal level as measured by the iReady Reading Assessment.

57% of students who are Socioeconomically Disadvantaged did not meet their typical growth goal level as measured by the iReady Reading Assessment.

69% of students with disabilities did not meet their typical growth goal level as measured by the iReady Reading Assessment.

72% of all Murphy students did not meet their typical growth goal level as measured by the iReady Math Assessment.

76% of English Learners did not meet their typical growth goal level as measured by the iReady Math Assessment.

75% of students identifying as Hispanic did not meet their typical growth goal level as measured by the iReady Math Assessment.

72% of students experiencing homelessness did not meet their typical growth goal level as measured by the iReady Math Assessment.

70% of students who are Socioeconomically Disadvantaged did not meet their typical growth goal level as measured by the iReady Math Assessment.

66% of students with disabilities did not meet their typical growth goal level as measured by the iReady Math Assessment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading - All Students (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of all Murphy students that met growth projections: 6th grade: (49%) 7th grade: (40%) 8th grade: (39%)	By May 2025, the percentage of all Murphy students including but not limited to, English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or More Races, and Students with Disabilities will meet the growth target by an increase of 5% or more. This will be measured by iReady scores in Reading and Math.
iReady Reading - English Learners (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of English Learners that met growth projections: 6th grade: (32%) 7th grade: (42%) 8th grade: (43%)	
iReady Reading - Hispanic (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of students identifying as Hispanic that met growth projections: 6th grade: (44%) 7th grade: (37%) 8th grade: (35%)	
iReady Reading - SED (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of Socioeconomically Disadvantaged students that met growth projections: 6th grade: (33%) 7th grade: (29%) 8th grade: (43%)	
iReady Reading - SWD (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of Students with Disabilities that met growth projections: 6th grade: (33%) 7th grade: (39%) 8th grade: (25%)	
iReady Reading - Two or More Races (Fall and Winter scores)	As determined by the 2023 - 2024 Fall and Winter iReady Reading scores, the number of students with Two or More Races that met growth projections: 6th grade: (68%) 7th grade: (53%) 8th grade: (48%)	
iReady Math - All Students (Fall to Winter 2023-24)	As determined by the 2023 - 2024 Fall and Winter iReady Math scores, the	By May 2025, the percentage of all Murphy students including but not limited to, English Learners, students

	number of all Murphy students that met growth projections: 6th grade: (20%) 7th grade: (27%) 8th grade: (38%)	identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or More Races, and Students with Disabilities will meet the growth target by an increase of 5% or more. This will be measured by iReady scores in Reading and Math.
iReady Math - English Learners (Fall to Winter 2023-24)	As determined by the 2023 - 2024 Fall and Winter iReady Math scores, the number of English Learners that met growth projections: 6th grade: (20%) 7th grade: (23%) 8th grade: (38%)	
iReady Math - Hispanic (Fall to Winter 2023-24)	As determined by the 2023 -2024 Fall and Winter iReady Math scores, the number of students identifying as Hispanic that met growth projections: 6th grade: (13%) 7th grade: (25%) 8th grade: (35%)	
iReady Math - SED (Fall to Winter 2023-24)	As determined by the 2023 - 2024 Fall and Winter iReady Math scores, the number of Socioeconomically Disadvantaged students that met growth projections: 6th grade: (17%) 7th grade: (31%) 8th grade: (40%)	
iReady Math - SWD (Fall to Winter 2023-24)	As determined by the 2023 - 2024 Fall and Winter iReady Math scores, the number of Students with Disabilities that met growth projections: 6th grade: (32%) 7th grade: (28%) 8th grade: (38%)	
iReady Math - Two or More Races (Fall to Winter 2023-24)	As determined by the 2023 - 2024 Fall and Winter iReady Math scores, the number of students with Two or More Races that met growth projections: 6th grade: (22%) 7th grade: (21%) 8th grade: (38%)	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Targeted student group support in ELA and math provided by Professional Learning Teams (PLTs),	All Students with a focus on these student groups:	20,000 Title I

	<p>Culture and Climate team, and Homework Club. There will also be a greater emphasis on lesson design, classroom strategies, and classroom management systems.</p>	<p>English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Students with Disabilities, and students that identify with Two or more races.</p>	<p>None Specified MTSS Task Force - Multi-Fund (4) stipends PBIS Task Force - Multi-Fund (1) stipends SSA Task Force - Multi-Funds (3) stipends 28,512.07 LCFF None Specified PLC Planning time for teachers, mileage, department planning days, PD opportunities, AVID dues & membership, software programs for Math and ELA support, additional Consulting services, Books and supplies, certificated and classified stipends 28,500.00 Lottery None Specified Homework Club, hourly: UDL/Differential Support, Certificated taxes, extra hours for office staff</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023-2024 school year, middle schools used the iReady Assessment to gather student data. The previous year, middle schools used NWEA MAP data.

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

There were no major differences between the implementation and budgeted expenditures.

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

iReady Assessment data will be analyzed to determine the students' academic performance. A focused effort will be on English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or More Races, and Students with Disabilities

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Family/Guardian and Community Engagement

All parents are valued as partners in their child's education so by June 2025, the number of opportunities for parents to participate and provide input regarding their child's education will increase through monthly "coffee talks", quarterly parent education events, parent workshops, and increasing the frequency of ELAC and School Site Council meetings. so parents can participate and provide input. This will be measured by flyers, sign-in sheets, surveys, agendas, and minutes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Family and Community Engagement Goal for Consideration: Promote family and community engagement and participation in the education process for all students

Identified Need

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

Most parent meetings have not been well attended, but the school-wide events have high parent attendance and engagement. This year Murphy held a Back to School Night, Open House, ELAC, School Site Council, Parent Orientations, and Home and School Club. Next year, Murphy will continue with parent circles at the Wellness Center, parent workshops, coffee talks, and award ceremonies. A better effort to communicate with parents about the events and meetings will be made. Also, the Guiding Coalition will discuss ways to increase parent/teacher conferences and use the "6 High Impact Family Engagement Strategies" handbook to discover ways to improve parent involvement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Opportunities for parents to participate will be held monthly to support their child's academic progress, learn about college and career readiness, and attend social-emotional presentations.	Outside of Back to School Night, Open House, ELAC, H&S Club, and SSC meetings, zero parent education events have been held to date.	By June 2025, Murphy will schedule monthly ELAC meetings, School Site Council, and coffee talks. Parent education events and parent informational presentations will also be scheduled. This will be measured by flyers and presentation slides.
Parent/Guardian attendance logs	Outside of H&S Club, all other meetings have yet to reach double-digit attendance numbers.	By June 2025, all Parent/Guardian meetings/events will increase in attendance by 10% as measured by sign in sheets.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Increase the opportunities for parents and guardians to participate in their child's education by scheduling more parent-input meetings and events to help support their child's academic and social needs.	All Murphy students but with a focus on English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or More Races and Students with Disabilities	1112.50 Lottery ParentSquare communication, postage, copies, office supplies for parent meetings and events 4,600 Title I Outside professional consulting, parent engagement (babysitting, food, etc), Book Club, extra hourly time for tutoring, translation, books and supplies, and website maintenance.
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Better communication through ParentSquare and calendaring all parent events early and not rescheduling them will help with attendance.

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

There are no major differences between the intended implementation and budget expenditures. Funds will be mainly needed for parent communication and office supplies.

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

The only changes to this goal will be based on parent attendance/participation at the parent academic events and parent informational meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement, Social Emotional Learning

By June 2025, the Murphy student climate will improve. This will be accomplished by increasing the percentage of students who "like going to school" to 70% or higher, as the Hanover survey indicates. The percentage of students with one or more out-of-school suspensions will decrease by 25% from the 2023-2024 suspension percentage, and the chronic absenteeism rate will reduce by 3%. Students will receive PBIS points to use on school activities, the Culture and Climate Club will provide interventions to disengaged students, and an updated demerit system will be presented to all students. Focus efforts will be geared toward Murphy's English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged students, Students with Disabilities, and students that identify with Two or More Races. Both the suspensions and absences will be measured using Aeries data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: School Climate and Culture Goal for Consideration: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

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

Murphy needs to improve the tier three supports on campus because English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or more Races, and Students with Disabilities are overrepresented in the areas of "suspended at least one day" and "chronically absent" as compared to all students at Martin Murphy. The identified needs are to decrease the percentages of English Learners, students identifying as Hispanic, students experiencing homelessness, Socioeconomically Disadvantaged, Two or more Races, and Students with Disabilities in the areas of suspensions and absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hanover Survey Results	Sense of Belonging: Only 56% of Martin Murphy students "like going to school."	By spring of 2025, 70% of Martin Murphy students will "like going to school" as measured by the Hanover Survey.
Aeries data (April)/CA Dashboard (June)	8.4% All Murphy students have been suspended for at least one day. 10.1% English Learners 11.1% Students identifying as Hispanic 13.7% Students experiencing homelessness 0% Two or More Races 13.2% Socioeconomically Disadvantaged 15.0% Students with Disabilities	By spring 2025, out of school suspensions will decrease by 25% as measured by Aeries data

Aeries data (April)/CA Dashboard (June)	16.8% All Murphy students are chronically absent 13.5% English Learners 20.7% Students identifying as Hispanic 13.7% Students experiencing homelessness 0% Two or More Races 19.1% Socioeconomically Disadvantaged 28.7% Students with Disabilities	By spring 2025, chronic absenteeism will decrease by 3% as measured by Aeries data
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The percentage of students who feel a sense of belonging on campus will increase, the number of students being suspended will decrease, and the percentage of students who have chronic absenteeism will also decrease during school and outside of school day programming. Murphy will focus the efforts on our English Learners, students identifying as Hispanic, students experiencing homelessness, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.	All Students will be served but efforts will focus on English Learners, students identifying as Hispanic, students experiencing homelessness, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.	15,000.00 Lottery Stipends for club advisors, technology maintenance, conferences, office supplies, after-school sports services, and attendance incentives. 6,095.70 Extra Curricular Stipends for Athletic Directors, Activity Director stipend, ASB Bookkeeping, yearbook advisor. Transportation, Guest Teachers, Supplies, sports equipment, field trips, and Contracted Services

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

On a monthly basis, Murphy teachers meet by grade level to discuss students that need extra support either academically or emotionally. The Climate and Culture committee also meets monthly to discuss tier two and tier three supports needed and classroom strategies to better engage students.

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 discrepancy occurred between the proposed and actual spending needs

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.

No major changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

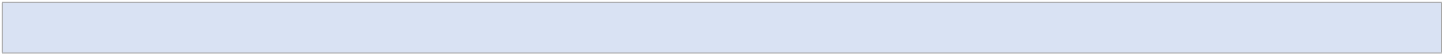
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,820.27
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$24,600.00

Subtotal of additional federal funds included for this school: \$24,600.00

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 (\$)
Extra Curricular	\$6,095.70
LCFF	\$28,512.07
Lottery	\$44,612.50

Subtotal of state or local funds included for this school: \$79,220.27

Total of federal, state, and/or local funds for this school: \$103,820.27

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
Extra Curricular	6,095.70
LCFF	28,512.07
Lottery	44,612.50
Title I	24,600.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	77,012.07

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	6,095.70
None Specified	LCFF	28,512.07
	Lottery	16,112.50
None Specified	Lottery	28,500.00
	Title I	4,600.00
None Specified	Title I	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,012.07
Goal 2	5,712.50
Goal 3	21,095.70

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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
1. Tanya Jones	Parent or Community Member
2. Gabriella Doucette	Parent or Community Member
3. Christina Lawson	Parent or Community Member
4. Rick Ito	Principal
5. Lily Jones	Secondary Student
6. Ella Jones	Secondary Student
7. Neil Schwartz	Classroom Teacher
8. Ross Rutner	Classroom Teacher
9. Cynthia Z	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May , 202.

Attested:



Principal, Rick Ito on May 1, 2024



SSC Chairperson, Tanya Jones on May 1, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023