



School Plan for Student Achievement (SPSA) Template

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

School Name

County-District-School
(CDS) Code

Schoolsite Council
(SSC) Approval Date

Local Board Approval
Date

Purpose and Description

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

Schoolwide Program

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

The 2021-2022 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All graduates are socially just and ready for college and careers (1,2, 4, 7,8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning(1,3, 5, 6)

Malibu Middle School does not receive Title 1 funds.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In Spring 2021, a school culture and climate survey was administered to students, staff and parents (n=235). 84% of students either strongly agreed (38%) or agreed (46%) that they like Malibu Middle School. 5% disagree or strongly disagree with the remaining students being neutral. 67% of students report that they learn a lot in their classes while only 37% of students feel that their schoolwork relates to the outside world. 72% of students report that the school develops their critical thinking skills and 71% listening skills. Only 43% of students report that the school develops skills for managing emotions. 90% of students feel that their teachers want them to succeed and 83% reported that their teachers provide extra support. 85% of students said, with race and ethnicity in mind, they feel welcome at school and 84% said they feel included. 15% of students reports experiencing racism/discrimination at school. Of the parents who responded, 75% agree or strongly agree that they like Malibu Middle School. 85% of parents said they feel Malibu Middle School encourages their child to do their best at school. 75% of parents feel that staff members engage with parents and respond to questions/concerns. 50% of parents feel that staff provide resources to help their kids, communicate with them regarding their child's behavior and academics. 83% of parents feel the school encourages them to volunteer and 67% of parents feel their input is taken into consideration to improve instruction. No staff data was reported.

Previously, a student engagement survey was administered during the 2019-2020 school year to grade 6 (109 students participated) and grade 8 (90 students participated). 62% of students reported that generally they like school almost always, always, or often. This is up from 55% in 2018-2019 and 57% in 2017-2018. 87% of students agree or strongly agree that they try their best in school. Overall engagement score which factors in all engagement questions for 2019-2020 reported 80%. 78% of students feel accepted in the school. Highest ranking indicators are I am nice to my teachers at 99% and I am nice to my classmates at 98%. The lowest ranking indicators were I share my ideas to make this school better at 68% and I encourage other students to get involved in school and activities at 61%.

A school climate survey was administered during the 2018-2019 school year by staff soliciting feedback on academic support, student support, school leadership, faculty relations and supports, family involvement, safety and behaviors. 100% of staff report there is an adult kids can go to for help with a personal item. 97% report the same for a school item. 93% feel students are challenged by their schoolwork. 93% feel families are informed and encouraged to attend school sponsored activities. However, only 40% are aware of safety and security procedures, 34% say the school offers a variety of activities and courses, 33% say administrators are available if they have a concern, 33% report administrators communicate the schools mission and vision, and 33% say administrators provide useful feedback about their work. No similar survey was administered in 2019-2020.

The CA Healthy Kids Survey was not administered during the 2020-2021 school year due to school closures. It was given to students in grades 7 and to parents in grade 6-8 in 2019-2020. However, sites have only received information from the parent and staff survey and not the student survey as of this time.

Parents (sample size 71) results showed:

With regards to parental involvement- 79% of parents agreed or strongly agreed that the school encourages me to be an active partner with the school in educating their child; 83% agree or strongly agree that the school staff treats parents with respect; 82% agree or strongly agree that school staff are helpful to parents; and 97% of parents have attended a general school meeting; 83% agree or strongly agree that the school keeps them well informed about school activities.

With regards to student learning environment- 82% of parents agree or strongly agree that the school has adults who really care about students; 83% of parents agree or strongly agree that school is a safe place for students

Staff (sample size 19) results showed:

With regards to student learning environment- 100% of staff agree or strongly agree that the school is a supportive and inviting place for students to learn; 86% agree or strongly agree that the school promotes academic success for all students; 93% of staff agree or strongly agree that the school sets high standards for academic performance for all students

The summary from the 2018-2019 student administration of key indicators in Grade 7 shows 67% agree/strongly agree in regards to school connectedness, 73% in regards to academic motivation, 3% chronically truant, 67% caring adult relationships, 75% high expectations, 29% meaningful participation, 29% facilities upkeep, and 48% parental involvement. 66% perceive school as safe, 23% experienced harassment or bullying, 39% had mean rumors or lies spread, 10% been afraid to be beaten up, 16% been in physical fight and 4% seen weapon on campus. 3% report current alcohol use in last 30 days, 0% marijuana use, 0% binge drinking in last 30 days. 0% report being drunk or high at school 7 or more times ever and 0% at least once. 0% report cigarette use in last 30 days, and 0% report e-cigarette use. 33% have experience chronic sadness/hopelessness and 10% considered suicide.

The OLWEUS student perception survey on school climate and bullying behaviors was not administered during the 2018-2019, 2019-2020 or 2020-2021 school year due to school closures. However, results from the 2017-2018 and the 2016-2017 school year were reviewed. The survey summary data includes students in grades 6-12 with 42.2% of students reporting liking school or liking school very much in February 2018. 9% of students reported having 1 or fewer friends. 73% of students report never having been bullied with an additional 17.5% stating once or twice. The most prevalent (31.2%) place where bullying occurs is in class with teacher present. 88% of students say they have never bullied others with an additional 8.2% saying once or twice.

An English Learner Parent Survey was administered during the 2018-2019 school year. 83% of EL parents knew where to find info about school beliefs, policies, procedures for ELS, but only 71% understood EL core beliefs. 92% know how child identified, 69% reported being familiar with reclassification process. Only 65% agreed or strongly agreed they understand what their child needs to do to become fluent English proficient. No similar survey was administered in 2019-2020.

Classroom Observations

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

Teachers are observed by administrators during the formal observation process. Additional informal observations are conducted by administrators throughout the year. SLT funds can be used for sub days to allow for peer observation and collaboration. Observations show that teachers value instructional time and use effective instructional strategies. Give our new buildings and new flexible furniture, students are often times seen working in groups or partners. Classroom observations show that teachers build positive relationships with their students and students feel comfortable and welcome in the classroom. Students are encouraged to use academic language in their classrooms and often engage in classroom discussions. More student talk and less teacher talk is still an area that we need to build on.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP was not administered in 2019-2020 or 2020-2021 due to school closures.

2018-2019 CAASPP Data:

58% of all students met/exceeded standard in mathematics

42% did not meet or nearly met standard in mathematics.

72% of all students met or exceed standard in English Language Arts

28% did not meet or nearly met standard in ELA

Interim assessments in ELA and Math were administered. Fastbridge and STAR Renaissance were also administered. Student data was provided to staff and reviewed in departments. Teachers were subbed out to collectively score the IAB writing sections.

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

Malibu Middle School created an SLT (separate from the high school for the first time) in 2019-2020. Using data and survey results, our focus was determined to be:

Using data to drive instruction and decisions, we will address the needs of all students by supporting the development of effective communication and reasoning skills so students will be able to use academic language to justify their claims in completing cross curricular PBL/Deep Learning projects.

The goal of the SLT is to:

1. Analyze data to identify student needs (schoolwide)
2. Determine a focus for the school based on those needs (what we need to implement to help students)
3. Determine supports needed for staff in the focus area so they can meet students' needs
4. Collect evidence of learning to inform our actions

For the 2019-2020 school year, the SLT team determined that the focus would shift to all Distance Learning and integrating technology across all classrooms.

For the 2020-2021 school year, the SLT determined that the focus would remain on providing a rigorous Distance Learning program.

For 2021-2022, the SLT determined that while continuing to work on effective communication and PBL, staff would also focus on students mental health, well being, and inclusiveness at school.

State assessment data has continued to show that while MMS performs well overall in CAASPP, there is still a need to address the gap between ELA and math performance, as well as an achievement gap among our subgroups (Socio-economically disadvantaged, special education, and Hispanic/Latino).

SMART GOALS:

SPSA Goal 1: College/Career Readiness

Goal 1: 65% of students meet/exceed state standards as measured by CAASPP Math (No data in 19-20 or 20-21) (58% in 18-19)

Goal 2: 80% of students meet/exceed state standards as measured by CAASPP ELA (No data in 19-20 or 20-21) (72% 18-19)

SPSA Goal 2: English Language Development

Goal 1: 90% of EL students will improve 1 or more levels as measured by ELPAC overall or remain at level 4 as measured by ELPAC overall.

Goal 2: 36% (5/14 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input.

School Goal 3: School Climate

Goal 1: 65% of students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement) (20-21 84%, 19-20 62%, 18-19 55%, 6-12 42.2 in 17-18, 42.6% in 16-17)

Goal 2: 75% of students will report that they believe MMS is an inclusive community as measured by student survey

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Malibu Middle School are ESEA highly qualified. We have no teachers working out of assignment. SMMUSD HR Dept audit verifies MMS teachers meet the highly qualified requirements.

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

All teachers are credentialed in the area of their instruction according to analysis of the master schedule. The SLT team met to plan the PD calendar and continues to meet monthly to make changes as needed based on staff feedback and data. All students have access to materials (based on the Williams compliance board resolution from the beginning of the year). Teachers also have supplemental materials, technology, resources, and professional growth materials.

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

Staff development during the 2021-2022 school year is focused on alignment with the CA state standards, our SLT Plan and district initiatives that support student achievement. Staff development and goals of PLC time are focused on appropriate instructional strategies and school wide actions identified through an ongoing process of reviewing a variety of lead and lag data. The SLT teams meet quarterly and throughout the school year to monitor the effectiveness of staff development and revise as needed.

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

Our PD is planned and delivered by our SLT with the support and guidance of our Instructional Coach, teacher leaders, and district staff as well. In addition to site level work, there are district provided opportunities for departments to work with content experts. The district also facilitates ongoing PD cohorts.

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

Teachers collaborate on campus through a core grade level PLC structure. These meetings are scheduled on Fridays, where the student release time is 1:35 pm, allowing for common planning and meeting from 7:35-8:20 and 1:40 pm-2:30 pm weekly. The PD calendar rotation is developed collaboratively with the SLT and is reviewed and adjusted throughout the year based on need.

Teaching and Learning

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

Curriculum is aligned to the California content standards. We use CDE adopted textbooks and supplemental materials to meet the needs of all learners.

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

The middle school range exceed the minimum number of instructional minutes required by the State of California. For the 2021-2022 school year, a new bell schedule with a later start time was voted on by all staff and implemented.

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

All students at MMS have access to a support class and can travel between classes depending on the type (subject area) of support needed. We have also built in an academic tutorial class that students can be recommended for in place of an elective. The SST looks at these recommendations to determine placement of kids in this class.

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

All grades and subject materials are standards-based and MMS is William's compliant.

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

All courses at MMS are standards-aligned from 6-8, including materials.

Opportunity and Equal Educational Access

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

MMS is an inclusive program and provides multiple sections of support for students who are underperforming. This includes the block schedule support, as well as regularly scheduled SAI classes. All English Learners receive integrated ELD support across their core classes. A supplemental ELD elective is offered in our master schedule. We also offer an academic intervention class in our master schedule.

Evidence-based educational practices to raise student achievement

MMS teachers utilize a number of research-based practices which are shared through our use of PLCs to meet the needs of all students and close the achievement gaps. Professional development is aligned with SMMUSD initiatives, which are based on current educational research and in consultation with professional experts outside of SMMUSD.

Parental Engagement

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

The primary channels for parental and community involvement are PTSA, SSC, POMS, Arts Angels, and a newly formed Latin X parent group.

MMS benefits from a number of community partnerships including Malibu Boys and Girls Club, City of Malibu, Malibu Optimist Club, Malibu Rotary Club, Malibu Womens Club, LASD, NAMI, Wellness Center, and others.

Currently, MMS students have tutoring after school available in the library 4 times a week after school. The Malibu Boys and Girls Club also offers tutoring 5 days a week. The SEA program also matches our students with tutors from Pepperdine. In addition, students have access to the Wellness Center.

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

Members of the SSC participate in the decision making process for the use of Formula and Stretch Grant funding for professional development as part of the SPSA process. We also present and seek feedback from our SLT and department chairs.

The primary channels for parental and community involvement are PTSA, SSC, POMS, Arts Angels, and a newly formed Latin X parent group.

Funding

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

We do not receive categorical finding through the stretch grant and donor funds. After school tutoring and additional counseling services are offered.

Fiscal support (EPC)

The district provides guidance and support of the school to improve student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Review and Approval-10/28/2021

SLT Review-10/22/2021 and 11/12/2021

Review of Star Renaissance data with Instructional coach and Departments- 11/8/2021

Parents, Certificated staff, Classified staff, and Students provided input via monthly Site Council meetings, regular Staff Meetings, and monthly PTSA meetings.

Resource Inequities

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

The district allocation of \$20k for SLT needs to support teacher professional development and the identified teacher strategies in the SLT plan ensure needs are met as well as time for teacher collaboration.

Additional compensation for department/core collaboration will be provided through extra hourly or sub coverage.

Teachers want to incorporate PBL and cross-curricular projects. Additional training in these areas is needed to address the schoolwide areas of growth identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.6%	0.6%		2	2
African American	1.75%	2.99%	1.9%	3	10	6
Asian	3.51%	2.4%	1.9%	6	8	6
Filipino	1.75%	0.3%	%	3	1	
Hispanic/Latino	7.02%	13.77%	14.2%	12	46	46
Pacific Islander	%	0%	%		0	
White	83.63%	75.15%	77.2%	143	251	251
Multiple/No Response	%	4.79%	4.0%		16	13
Total Enrollment				171	334	325

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	116	112	85
Grade 7	112	114	125
Grade 8	112	108	115
Grade 9	136		
Grade 10	163		
Grade 11	152		
Grade 12	157		
Total Enrollment	948	334	325

Conclusions based on this data:

1. Malibu High and Malibu Middle school separation impacts total enrollment from 18-19 to 19-20.
2. Number of incoming students coming from elementary feeder school is decreasing year after year.
3. Long-term projections from decision insight reinforce this for future years based on community demographics and factors.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners		21	23		6.3%	7.1%
Fluent English Proficient (FEP)		29	26		8.7%	8.0%
Reclassified Fluent English Proficient (RFEP)		0	1		0.0%	4.8%

Conclusions based on this data:

1. Of the total EL students, only 1 out of 15 is beginner.
2. MMS offers an elective ELD literacy class during the school day.
3. It appears programming in the elementary school is affective in helping students redesignate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			24			23			23			95.8
Grade 4			33			26			26			78.8
Grade 5			30			29			29			96.7
Grade 6	102	107	108	101	97	102	101	97	102	99	90.7	94.4
Grade 7	117	105	107	106	99	104	106	99	104	90.6	94.3	97.2
Grade 8	159	116	108	152	104	104	152	104	104	95.6	89.7	96.3
Grade 11	151	149		144	140		144	140		95.4	94	
All Grades	529	477	87	503	440	78	503	440	78	95.1	92.2	89.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3						43.48			34.78			8.70			13.04
Grade 4						46.15			46.15			7.69			0.00
Grade 5						44.83			31.03			13.79			10.34
Grade 6	2589.	2586.	2550.	38.61	39.18	30.39	33.66	39.18	29.41	25.74	12.37	22.55	1.98	9.28	17.65
Grade 7	2594.	2596.	2589.	22.64	31.31	29.81	51.89	42.42	43.27	19.81	16.16	9.62	5.66	10.10	17.31
Grade 8	2641.	2631.	2624.	46.05	35.58	36.54	34.21	44.23	36.54	15.79	16.35	22.12	3.95	3.85	4.81
Grade 11	2663.	2662.		50.00	49.29		29.17	30.00		11.11	12.14		9.72	8.57	
All Grades	N/A	N/A	N/A	40.76	39.77	44.87	36.38	38.18	37.18	17.30	14.09	10.26	5.57	7.95	7.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			43.48			52.17			4.35
Grade 4			61.54			38.46			0.00
Grade 5			44.83			41.38			13.79
Grade 6	36.63	42.27	35.29	53.47	46.39	42.16	9.90	11.34	22.55
Grade 7	38.68	41.41	36.54	46.23	42.42	46.15	15.09	16.16	17.31
Grade 8	56.58	50.00	48.54	34.87	42.31	37.86	8.55	7.69	13.59
Grade 11	54.86	57.14		35.42	32.86		9.72	10.00	
All Grades	48.31	48.64	50.00	41.15	40.23	43.59	10.54	11.14	6.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			13.04			73.91			13.04
Grade 4			23.08			76.92			0.00
Grade 5			27.59			55.17			17.24
Grade 6	44.55	44.33	29.41	50.50	46.39	54.96	4.95	9.28	15.69
Grade 7	39.62	45.45	45.19	56.60	44.44	42.31	3.77	10.10	12.50
Grade 8	62.50	43.27	38.83	30.92	45.19	59.22	6.58	11.54	1.94
Grade 11	57.64	57.14		29.17	33.57		13.19	9.29	
All Grades	52.68	48.41	21.79	39.76	41.59	67.95	7.55	10.00	10.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			34.78			60.87			4.35
Grade 4			38.46			57.69			3.85
Grade 5			27.59			68.97			3.45
Grade 6	32.67	36.08	23.53	61.39	56.70	62.75	5.94	7.22	13.73
Grade 7	21.70	25.25	21.15	69.81	63.64	63.46	8.49	11.11	15.38
Grade 8	34.21	35.58	35.58	61.84	60.58	58.65	3.95	3.85	5.77
Grade 11	42.36	40.00		50.69	52.86		6.94	7.14	
All Grades	33.60	34.77	33.33	60.24	57.95	62.82	6.16	7.27	3.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			43.48			43.48			13.04
Grade 4			50.00			50.00			0.00
Grade 5			48.28			34.48			17.24
Grade 6	56.44	55.67	36.27	40.59	37.11	48.04	2.97	7.22	15.69
Grade 7	42.45	45.45	32.69	48.11	45.45	51.92	9.43	9.09	15.38
Grade 8	55.26	59.62	44.66	38.16	34.62	44.66	6.58	5.77	10.68
Grade 11	59.03	57.86		31.94	35.00		9.03	7.14	
All Grades	53.88	55.00	47.44	38.97	37.73	42.31	7.16	7.27	10.26

Conclusions based on this data:

1. No CAASPP data from 19-20 or 20-21 due to school closures.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			24			23			23			95.8
Grade 4			33			26			26			78.8
Grade 5			30			29			29			96.7
Grade 6	102	107	108	101	98	102	101	98	102	99	91.6	
Grade 7	117	105	107	106	100	104	106	100	104	90.6	95.2	
Grade 8	159	116	108	151	102	106	151	102	106	95	87.9	
Grade 11	151	149		144	138		144	138		95.4	92.6	
All Grades	529	477	87	502	438	78	502	438	78	94.9	91.8	89.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2492.			52.17			26.09			17.39			4.35
Grade 4			2516.			26.92			42.31			26.92			3.85
Grade 5			2529.			24.14			24.14			34.48			17.24
Grade 6	2573.	2579.	2561.	39.60	41.84	34.31	19.80	25.51	19.61	25.74	21.43	25.49	14.85	11.22	
Grade 7	2580.	2594.	2572.	25.47	36.00	29.81	33.02	26.00	26.92	32.08	23.00	25.00	9.43	15.00	
Grade 8	2627.	2593.	2598.	48.34	34.31	38.68	18.54	19.61	15.09	19.21	28.43	21.70	13.91	17.65	
Grade 11	2621.	2616.		25.69	18.12		25.69	31.88		18.75	21.01		29.86	28.99	
All Grades	N/A	N/A	N/A	35.26	31.28	33.33	23.90	26.26	30.77	23.11	23.29	26.92	17.73	19.18	8.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			56.52			39.13			4.35
Grade 4			50.00			38.46			11.54
Grade 5			31.03			44.83			24.14
Grade 6	48.51	46.94	40.20	31.68	36.73	32.35	19.80	16.33	27.45
Grade 7	42.45	47.00	44.23	36.79	31.00	26.92	20.75	22.00	28.85
Grade 8	52.98	40.20	44.34	26.49	34.31	24.53	20.53	25.49	31.13
Grade 11	38.19	36.96		27.78	28.99		34.03	34.06	
All Grades	45.62	42.24	44.87	30.08	32.42	41.03	24.30	25.34	14.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			56.52			26.09			17.39
Grade 4			38.46			42.31			19.23
Grade 5			27.59			51.72			20.69
Grade 6	38.61	40.82	31.37	44.55	42.86	44.12	16.83	16.33	24.51
Grade 7	28.30	41.00	31.73	57.55	44.00	45.19	14.15	15.00	23.08
Grade 8	50.33	36.27	39.62	33.77	50.98	42.45	15.89	12.75	17.92
Grade 11	26.39	18.12		45.83	55.80		27.78	26.09	
All Grades	36.45	32.65	39.74	44.42	49.09	41.03	19.12	18.26	19.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			52.17			43.48			4.35
Grade 4			38.46			46.15			15.38
Grade 5			27.59			55.17			17.24
Grade 6	40.59	41.84	35.29	43.56	38.78	39.22	15.84	19.39	25.49
Grade 7	28.30	39.00	31.73	59.43	50.00	53.85	12.26	11.00	14.42
Grade 8	50.33	40.20	38.68	36.42	39.22	41.51	13.25	20.59	19.81
Grade 11	29.86	23.91	33.85	54.17	53.62		15.97	22.46	
All Grades	37.85	35.16	38.46	47.81	46.12	48.72	14.34	18.72	12.82

Conclusions based on this data:

1. No CAASPP data from 19-20 or 20-21 due to school closures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
Grade 2		*		*		*		
Grade 3		*		*		*		*
Grade 5		*		*		*		*
Grade 6	*		*		*		*	5
Grade 7	*		*		*		*	8
Grade 8	*		*		*		*	5
Grade 9	*		*		*		*	
Grade 10	*		*		*		*	
Grade 11	*		*		*		*	
All Grades							21	18

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	61.90	*	*	*	*	*	*	*	21	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	71.43	*	*	*		*		*	21	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*	21	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	57.14	*	*	*		*	21	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	85.71	*	*	*		*	21	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	61.90	*	*	*	21	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	57.14	*	*	*	21	*

Conclusions based on this data:

1. 9 out of 17 students improved 1 or more levels on the Overall ELPAC score in 2019-2020
2. 17 out of 23 students are at a level 3 or 4 overall
3. All outgoing 8th graders scored a 4 on overall ELPAC.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
334	15.3	6.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	6.3
Homeless	1	0.3
Socioeconomically Disadvantaged	51	15.3
Students with Disabilities	42	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	3.0
American Indian	2	0.6
Asian	8	2.4
Filipino	1	0.3
Hispanic	46	13.8
Two or More Races	16	4.8
White	251	75.1

Conclusions based on this data:

1. Data not updated for 2020-2021.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

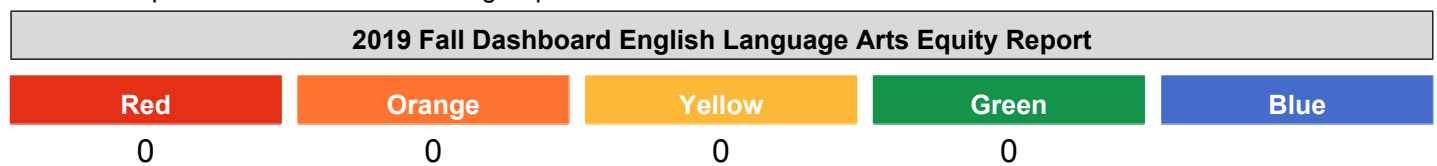
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

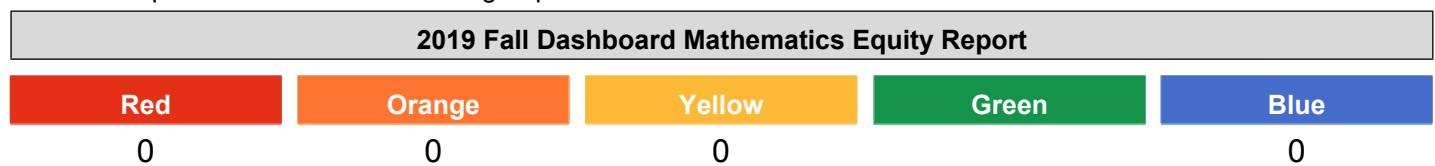
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

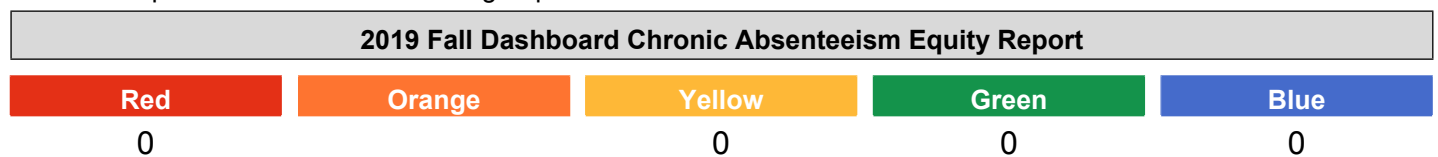
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

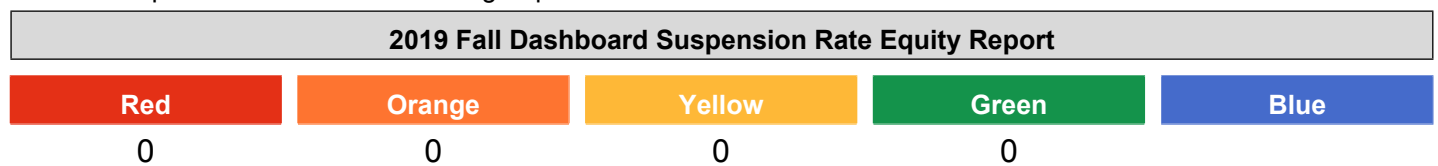
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019

Conclusions based on this data:

1. No dashboard data at this time due to formation of MMS separate from MHS.

School and Student Performance Data

Local Assessment Data

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

Site Goals:

Goal 1: 65% of students meet/exceed state standards as measured by CAASPP Math or other local measures
(No data in 19-20 or 20-21) (58% in 18-19)

Goal 2: 80% of students meet/exceed state standards as measured by CAASPP ELA or other local measures
(No data in 19-20 or 20-21) (72% 18-19)

Identified Need

Increase overall achievement in CAASPP ELA and Math scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MS CAASPP Math	(58% in 18-19) (N/A in 19-20 or 20-21)	65% of students meet/exceed state standards
MS CAASPP ELA	(72% 18-19) (N/A in 19-20 or 20-21)	80% of students meet/exceed state standards

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use PLCs as a vehicle to improve common instructional practices/expectations across grade levels. Substitutes to allow teachers time to plan/collaborate together.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1694

Source(s)

Site Formula Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

After school tutoring in the library provided by math/English teachers

- All students are encouraged to attend these tutoring sessions if needed
- The teachers are generally high school teachers which allows our middle school students the opportunity to engage with some teachers they may have in the future

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1620

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support of Individual professional development learning activities and/or PLC professional development opportunities. Teachers are able to request time to collaborate with colleagues by utilizing teacher hourly or sub time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase supplies for students as needed for their classes as well as copy machines and student planners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18134

Source(s)

Site Formula Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Academic Support class- This is a class that we added to support struggling students. Students are identified by teachers, counselor, and or SST process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our teams are working well together to collectively address academic needs based on data. We've added an academic intervention class period that students can take as an elective. Students are identified by teachers, SST, and or counselor.

DISTANCE LEARNING: Distance learning/crisis instruction included a combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities delivered by credentialed teachers and supported by classified staff to ensure appropriate and effective instruction and connection to students. Teachers provided 240 minutes of daily live instructional time, except for the compressed day, using a modified 9:00am-2:00pm schedule. Students' experience with live instruction varied and consisted of a combination of whole group, small group, one-on-one live instruction and independent work for students. To ensure a guaranteed and viable curriculum was implemented district-wide, teachers met as district/site department teams and core grade levels to identify the essential standards and critical areas in SMMUSD's curriculum guides. To monitor student learning, teachers used assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics. Staff needs and department/schoolwide strategies shifted due to distance learning. Needs included tech integration, collaborative task design, building community virtually, assessment virtually, what data can we use to monitor student progress remotely, and enrichment activities. These strategies were fully implemented and as a result the Malibu High community navigated the Covid school closures better than most schools. Students and parents reported very positively having a single learning platform in Google Classroom. Grading practices were revised districtwide which included a minimum F, a 5 day grace period, and increased flexibility.

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

None, the main shift in expenditures was a result of being virtual until April, 2022. Implementation of strategies similarly was impacted as we were virtual, then focused on developing a distance learning plus enrichment model, followed by a return to in-person simultaneous teaching model.

Student need shifted and required adjustments between keeping students engaged, ensuring student work was their own, addressing lack of socialization, facilitating in-person activities to the greatest extent allowed within the protocols.

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.

Goal will remain the same since there was no CAASPP data from 19-20 or 20-21. Since we have no CAASPP data, we will look at district interims and STAR data.

DISTANCE LEARNING: Teachers and students hope distance learning, especially simultaneous teaching, is a thing of the past. For the 21-22 school year, students and families had to select between a full, 5 day a week return or participation in Independent Study, aligned with new state legislation.

CORE PLC TEAMS: There is a desire to continue to develop the collaboration amongst core/grade level teachers. Prior to covid, core grade level teams were planning cross curricular projects. The teams want to continue to build on these projects.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

LEA/LCAP Goal: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 1: 90% of EL students will improve 1 or more levels OR remain at level 4 as measured by ELPAC overall

Goal 2: 36% (5/14 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input.

Identified Need

Have English learners obtain a level of language proficiency and perform in classroom setting and on various measurements to reclassify.

Take advantage of our small school nature to ensure that all students struggling academically, behaviorally, or social/emotionally are identified and supported.

Formalize some of our more informal processes around student support and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	9/15 improved 1 or more levels or remain at level 4 overall	90% will improve by 1 level or more
CAASPP	no data in 19-20 or 20-21	3 or 4 on CAASPP
Classroom Grades	Establish baseline from students 20-21 grades	Increase grades to B or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including EL students

Strategy/Activity

- Teachers will provide differentiation for EL students through the use of small groups in content areas to accelerate learning. This will be delivered during their 80-minute instructional period and during identified support time
- Teachers will utilize small group instruction and any additional time built into the day to target academic support and accelerate learning
- Teachers will use integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading
- Standardized/supportive communication when students aren't engaging to students and parents.
- After school tutoring with Math and English teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4336

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Monitor EL Students including students who have been reclassified FEP in academics and attendance

- Continue trainings on ELA/ELD Framework and responsibility to provide designated and integrated ELD
- Adhere to district protocols for monitoring ELLs and students who have been reclassified FEP (i.e: academics, attendance and post-secondary goals)
- Support Latino parent group with desired trainings (i.e: Academic Language, EL Standards, A-G requirements and college and career readiness)
- Strategic use of support for ELA and ELD tied to CAASPP and ELPAC
- Encourage participation of EL students in all school activities, sports, and enrichment programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including EL students

Strategy/Activity

Communication and Education through Parents of Middle Schoolers Meetings (POMS)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including EL students

Strategy/Activity

Use of literacy coach working with gen-ed teachers

- Literacy coach works with teachers to analyze data and embed EL strategies (academic language, sentence frames, etc)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We continue to take both a targeted and schoolwide approach to our support of English Learners. Supplemental ELD class provided and taught by a middle school core teacher. ELAC was in it's first year and although we only had 3 members, we were able to support those families and they were able to provide input on our SPSA.

DISTANCE LEARNING: Teachers provided differentiation for EL students through the use of small groups delivered during their 80-minute instructional period and during identified support time. Teachers utilized small group instruction and any additional time built into the day to target

Teachers used integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading as much as possible. It was a definite challenge to differentiate for the varying needs. During distance learning, there was standardized/supportive communication when students weren't engaging to students and parents. After school tutoring with Math and English teachers continued virtually. We were able to work through all technology issues including hardware, hotspots, and connectivity issues. Paraeducator support during distance learning was incredible. Our team was reliable and given the format and break out rooms structure, the extra adult support benefited all students. An in-person SPED/504 Hub opened in January to better support students with formal plans.

ENGLISH LEARNER: The EL Lead Position monitored student progress per district protocols. Our EL Lead continued to check in and provide info to teachers of EL students, monitor EL student performance, and hold language access team meetings during distance learning. A supplemental ELD elective class continued in the master schedule. ELPAC Summative was administered in the spring in person. Students largely performed well, and some are taking AP English with the necessary integrated supports in coursework. We did not continue trainings on ELA/ELD Framework and responsibility to provide designated and integrated ELD.

SST: SST continued to meet during distance learning with parents and teachers identifying students struggling with distance learning. All available supports were offered, provided, and monitored but with no in-person options available were limited.

INTERVENTION: During distance learning, support period shifted to mandated schoolwide office hours. Unfortunately, students did not use virtual office hours in all subject matters or to a large degree. Our team is working this year to make better use of support time for all students. Paper was added as a 24/7 online tutoring resource.

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

Currently there are no major differences between the intended implementation and budgeted expenditures. Since many of the strategies that are used to support our EL students are schoolwide approaches, many of the expenditures are listed under goal #1.

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 remain the same with a slight change in percentages due to number of students we expect to reclassify.

ENGLISH LEARNER: We have a larger number of English Learner students entering at the middle school school level with lower level of proficiency. Therefore we need to advocate for additional supports beyond the supplemental ELD elective, textbooks and materials in Spanish. In speaking with English Learner students and parents, they request exploring hiring a bilingual instructional assistant and/or contracting with agency to translate work and materials beyond the textbook.

SST: Ongoing need to identify through data and assessment students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral).

INTERVENTION: . As we have come back to in person learning, there is a certainly behavioral (socialization, routine of school) need and social/emotional need (stress/anxiety/depression) that is presenting.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Site Goals:

Goal 1: 65% of students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement) (20-21 waiting on data, 19-20 62%, 18-19 55%, 6-12 42.2 in 17-18, 42.6% in 16-17)

Goal 2: 75% of students will report that they believe MMS is an inclusive community as measured by student survey

Identified Need

Increase school culture and climate and build middle school identity. As a newer school separate from the high school, it is important that we establish ourselves as a school that focuses on the needs of the middle school learner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	62% of students report either liking school or liking very much coming to school.	65% of students report either liking school or liking very much coming to school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administer student surveys (School Climate Survey and Student Created Survey) and analyze data from these surveys and the district parent engagement survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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3500

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue Parents of Middle Schoolers (POMS) meetings- These are monthly meeting for middle school parents led by the principal and school counselor. There are an informal meeting where parents can get to know each other and the school and address concerns. 3rd Friday of the month.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote Student Voice and ASB as a way to increase student input. Communicate through meetings between these groups and administration to hear student concerns and disseminate information through staff meetings/classes. Two 8th grade students served on SSC. Through their student voice, we were able to lead a school wide project where we selected our MMS mascot, the Manta Ray.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue Monday Message, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Climate/Inclusive Practices/Identity Including Race and Student Programs

Strategy/Activity

MMS will facilitate a climate where student feel included.

DEI CHANGE Group

DEI Focus Group for Students

CSL Program (MHS Community Service Coordinator also works with middle school student to promote CSL)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12172

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue Wellness Center and Substance abuse counseling for students and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

LA Sheriff's STAR program

- This program has temporarily been suspended by the LAPD due to budget cuts but we hope to continue in the future

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13000	Stretch Grant (Ed Foundation)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our strategies were effective as we saw in the results of the survey. We had a large percentage of parents take the survey as well. We hope to build on this momentum but know the challenges in place with distance learning this year.

DISTANCE LEARNING: Students received social-emotional support virtually through the Wellness Center. Programming including the Kind Campaign assembly, NAMI workshops, and asynchronous Social Emotional and well-being lessons were offered with varying degrees of success. Distance learning provided structures for students to stay connected, engage in new learning, and reduce loss of learning and access valuable resources but many students expressed missing the

socialization with friends and the extra and co-curricular programs that normally make school worth attending. Teachers posted a Week-at-a-Glance Summary of all assignments for the week on Google Classroom which parents received which was very effective in maintaining positive school-parent connections. Teachers reported that tech tools and tech integration (ie: Flipgrid, kahoot, nearpod, screencasify, newsELA, desmos, padlet, zoom) allowed for immediate feedback, increased student participation and engagement, helped with discrete assessment.

CLIMATE/INCLUSIVE PRACTICES/IDENTITY INCLUDING RACE: Both remotely and upon return we were able to maintain our inclusive school culture. Teachers attempted tier 1 community building activities in all courses. Through the Monday Message, social media, targeted messages, the administration team worked on messaging, especially on our shared values and interests during a time of turmoil. Positive relationships, staff to student and student to student, continued to be a strength. We were largely unable to facilitate activities to promote interaction across social groups. Some of the Anti-racism and Social Justice actions able to be conducted were: Curriculum: US History (ACES)(Facing History), Curriculum: English Department audit of required readings. Additionally, the principal participated in a DEI Change Group with Tribes Consultants.

STUDENT VOICE: We continued to administer student surveys (CHKS, Engagement) and parent surveys (CHKS, climate, engagement) and analyzed data from these surveys to inform practice. Surveys were ongoing throughout distance learning and student voice was a big factor in planning and decision making regarding shifts in distance learning and possible reopening. Beyond surveys, student voice was solicited in google forms, focus groups, informal conversations, and through SSC student members.

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

Biggest change is not having the STAR program this year. We hope that LAPD will bring this program back in 21-22.

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.

Goal remains the same with a slight change in percentages.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,456.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$19,500.00
Parent-Teacher Association (PTA)	\$1,000.00
Site Formula Funds	\$21,828.00
Stretch Grant (Ed Foundation)	\$31,128.00

Subtotal of state or local funds included for this school: \$73,456.00

Total of federal, state, and/or local funds for this school: \$73,456.00

School Site Council Membership

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

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

Name of Members	Role
Melisa Andino	Principal
Julia Cheri Hoos	Classroom Teacher
Alexis Wilson	Classroom Teacher
Ari Jacobs	Classroom Teacher
Elissa Marshall	Parent or Community Member
Lise Sloan	Parent or Community Member
Kim Rhetts	Parent or Community Member
Tania Jolly	Other School Staff
Lulu Goode	Secondary Student
Alex Murphy	Secondary Student

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
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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 11-19-2020.

Attested:



Principal, Melisa Andino on 11-24-2020

SSC Chairperson, JuliaCheri Hoos on 12-2-2020

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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