

School Year: **2022-23**

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
Malibu Elementary School	19 64980 6022602	May 12, 2022	June 23, 2022

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

The purpose of our plan is to create an inclusive school environment where we close the achievement gap while simultaneously raising aggregate achievement. When students feel welcomed, safe, and included, then they can focus better on academic challenges.

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.

We do not receive Title 1 funds. The MES SPSA is designed to meet all the required goals of the LCAP including subgroups and establish a pro-social learning environment. We are especially wanting to help our EL students who come from eight different language backgrounds.

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).

The following surveys were used: Hanover, California Healthy Kids Survey, and SAEBRS is annually administered in October, January, and May. Hanover is a climate District Survey. It asks about perceptions of the school. CHKS is a State Safety Survey. It asks about risky behaviors and home environment. SAEBRS is a Social-Emotional survey of student health. The SAEBRS assessment is designed to evaluate student functioning in terms of overall general behavior. The domains are social, academic, and emotional behavioral. If students are identified as "at risk" in all three categories, then they are identified as "cluster at-risk".

Hanover is administered each fall and spring. These are the fall results: 87% of respondents think MES provides a good or excellent education. Fall data suggest that more extra curricular opportunities are wanted. However a recent after school dance class was canceled due to low interest. 70% of teacher feel there is enough staff development. (Note that we have had a substitute teacher shortage in Malibu.) We await the Spring data.

CHKS: The District has not yet administered this survey.

SAEBRS: Our January data is K: 0%, 1st: 7%, 2nd: 5%, 3rd: 7%, 4th: 20%, and 5th: 20%.

Classroom Observations

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

Informal classroom observations are routine at MES. The principal walks through classrooms on a weekly basis stopping often to speak with students, observe a lesson, participate in a project or view student work. He is looking for the strategies called for in our PLC/Data Teams. The Instructional Coach often observes in classrooms in her role as a mentor, guide and facilitator. Observations are non-evaluative and used to provide feedback between the coach and teacher as needed. Math Coaches on occasion visit colleagues classrooms to provide support, materials and collaborate. District staff visit with different goals in mind. There are usually at least one Math and one ELA Learning Walks per year with the support of Ed Services to provide feedback to staff in their professional growth of district goals. In our first year, before the Covid Pandemic, MES staff implemented learning rounds in which teachers observe teachers in their own classrooms to observe instructional methods. The desire was to focus on our "Big 6 Targets": Responsive Classroom, Math-CGI, Write from the Beginning & Beyond, Early Foundational Reading, Designated and Imbedded English Language Development for EL students representing 8 languages, and Deep Learning. Special focus was on Student Engagement Strategies. Observations focused on: Are Classroom meetings happening every morning? Are teachers using CGI and ELD strategies such as providing all EL students math vocabulary a week in advance? Are students completing five (5) DreamBox lesson per week? Are Thinking Maps posted in every room and are all writing activities preceded by the use of Thinking Maps? Are students using Lexia daily for at least 20 minutes? Are Word Works and Words Their Way materials being used in all 1st grade classrooms daily? And, are students beginning to work on long-term inter curricular projects that lead to more genuine marine science advocacy projects? in 2022 - 2023 our SSC parents will do learning rounds with the SSC teachers and Principal in March. Finally evaluative observations were conducted by the Principal throughout the year per the HR/CTA contract. These observations are confidential but focus is on the strategic goals developed by the teachers and Principal. Classroom observations have shown that teachers are working towards meeting the school goals with a focus on "all kids can learn" and using the a variety of instructional strategies to ensure student success within the regular classroom.

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)

Use of Universal Screening and State Assessments help to determine where students are and provide for instructional decisions at the start of the school year. Using the Universal Screening teachers can collaborate to develop instructional plans, groupings and decisions to ensure all students have access to the core curriculum and effective first teaching. This data can be used by teachers to determine what areas of improvement or change need to be made in both grade level or personal practice. Ongoing Data Team meetings are used for progress monitoring and instructional shifts to meet student needs. Using the SAEBRS Social Emotional Academic diagnostic tool, students are assessed and monitored to determine impact of Morning Meeting and Responsive Classroom Strategies impact on behavior and academic engagement.

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

Our analysis of aReading and aMath and Deep Learning Rubric data tells us we must focus on four (4) goals:

1. Help our 1st, 2nd, and 3rd graders master Foundational Reading Skills. 67% of our 2021-2022 3rd grade cohort are "at or above standard" as measured by aRead. This group has been nicknamed the "Woolsey Kindergarteners". They are a focus group for MES. In 1st grade only 39% of this group was "at standard" and none were "above". We are making progress!
2. Help our EL Students master grade-level math. Only 56.25% of our 3rd-5th 2021-2022 EL students were "at or above standard" in January of 2022 as measured by aMath. This contrasts with their total peer group of 83.3% "at or above" standard.
3. Our aMath and aRead scores indicate that our K-1-2-3 students do better in Math than ELA. However the opposite is true for our 4th and 5th graders. In January of 2021 87.3% of our current 3-4-5 students scored "at or above" as measured by aMath. However we see a decline with this cohort in January 2022: 83.3% of them are now "at or above" standard. This suggests that MES should stay the course and prioritize Math above ELA. When we receive our "high-stakes" CAASPP scores during the summer, we will know better.
4. Continue implementing Deep Learning Integrated Thematic instruction to ensure students meet our performance goal of Genuine Concern for Local Marine Biomes. Our data for the 2021-2022 school year will not come in until June. However here are our baseline scores: 83.4% students are scoring in the top five tiers in 20-21 as opposed to 60% in 19-20.

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At Malibu Elementary, we believe there is "room at the table for everyone" because all kids can learn, just in different ways and at different rates. Student learning encompasses examining what students need to know and be able to do, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We implement hands-on, minds-on teaching methods to help each student achieve Common Core State Standards and close the achievement gap by learning "how to learn" and "how to " access their resources to prepare them to be able to collaborate, communicate, cooperate, create and think critically now and in the future.

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their own education. Students who are engaged in their work are energized by four goals: success, curiosity, originality, and satisfying relationships. If students are not motivated to learn, are not engaged in the learning process or are not successful out on the playground (their social atmosphere) there will not be academic achievement or student engagement in the learning process. Finally, research shows and we have seen that parent involvement is the key to students reaching their maximum potential. Parent engagement in the learning process and support of the school, impacts student achievement.

The District Mission to close the achievement gap while providing an extraordinary education for ALL happens by providing first effective teaching in the regular classroom. To accomplish the goals, promote continuous improvement and ensure an extraordinary education for ALL students the best investment made is in our staff, our teachers, support staff and instructional assistants/par-educators. Effective First teaching is the Key!

This year the focus at MES is on embedding the Data Team philosophy in all that we do as it is not a program or not a thing but a belief. To truly collaborate regarding student results, you have to respect and trust your team mates. This means letting go and sharing. It means being willing to take risks without fear of failure or criticism. It means truly caring about the vision/mission and each other. Given the types of opportunities being provided thanks to a Data Team philosophy, Professional Development (PD) to focus on what teachers indicate as the area of need, time to collaborate during their professional day, and the support of an Instructional Coach on staff and Math Coaches, we must deepen the relationships so that collaboration is done in an environment of utmost professional respect and trust.

Therefore this School Improvement Plan not only addresses the academic goals of Literacy and Mathematics but also addresses the area of student and parent engagement. By looking at these components all together using a Data Teams philosophy, the staff at MES believes they can achieve the mission and vision while keeping their core beliefs and values as the guiding force. The future years will bring much more solid and powerful data. The plan is to provide ALL students with access to a core classroom curriculum that aligns the essential standards from grade level to grade level giving both the student and teacher a spiraling knowledge base from which to hook new learning each year. Using the common assessments teachers know if students have or haven't mastered essential standards taught allowing them to collaborate with their cross-grade level teams to develop academic tier 1 and 2 strategies to support student learning. SBAC, Benchmark, Fastbridge, Lexia, IXL, and DreamBox interim assessments will provide students, teachers and parents with data regarding progress towards meeting grade level reading and math skills. Together decisions can be

made whether the data indicates a need for further RtI2 tier supports. Data teams establish pre assessments to get base line data (Lead) and post assessments to determine if we were successful (Lag).

Research is clear that student engagement, family involvement, culturally responsiveness, and safe schools are key in achievement as these create a positive connected inclusive school climate. MES Teachers understand to be successful in the 21st Century, they must ensure students achievement goes beyond being competent workers and civic-minded citizens but rather creative thinkers and bold innovators, collaborative team players and breakthrough leaders. Teachers must teach children not only how to solve problems, but how to use higher-order thinking skills to discern what problems need solving. MES teachers want to move beyond good teaching to great teaching—transformative teaching. Understanding our diverse population, desire for inclusive practices, fast-pace changing information highway creating a different style of teaching in the classroom, and recognizing we must educate the whole child. Our SLT plan is focused on Social Emotional Learning skills and Academic skills. Social Emotional Learning (SEL) focuses on developing the individual qualities, strengths, and assets of a child related to social, emotional, cognitive, and moral development as well as mental health. Using the Responsive Classroom research-based program teachers and staff will be trained on practices that teachers can use to help students acquire academic and social-emotional skills throughout the day, every day—not only while teaching math, science, reading, and other subjects, but also while guiding students through morning arrival, recess, lunch, specials, and all other parts of the school day.

Responsive Classroom professional development focuses on building 21st century teacher skills in four crucial, interrelated domains:

1. Engaging Academics: active and interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Effective Management: teachers establish and teach behavior expectations, manage the schedule, and organize physical spaces in ways that enable students to work with autonomy and focus.
3. Positive Community: every child feels safe, valued, and fully included in the learning community; and where a sense of joy envelops hard work.
4. Developmental Awareness: teachers have knowledge of child development and use that knowledge, along with regular observations of students, to create a developmentally appropriate environment for learning.

The benefits of this integrated approach include the following:

Makes the most of teaching time. First, integrated teaching preserves teachers' most precious commodity: time.
Higher quality standards-based instruction
Greater student achievement in math and reading, regardless of socioeconomic background
Greater gains for low-achieving students
Improved social skills in children
Improved teacher-student interactions
More positive feelings toward school among children and teachers
Enables wider learning.

Students feel the benefits of Responsive Classroom teaching constantly, not just during an isolated part of their day or week. In this way, they realize that the skills they're developing apply to all aspects of their learning and their lives—inside and outside of school.

Improves school climate. By integrating Responsive Classroom teaching practices into everything they do, teachers change their classroom climate. And when all teachers in a school use the Responsive Classroom approach, the very culture of the school is transformed

Professional Development in Responsive Classroom will prepare teachers/staff to teach students prepare for an increasingly complex, interconnected, and technological world is likely to grow rather than diminish. It will meet all three goals in the plan. More and more, we will need our schools to provide every child with that critical blend of top-notch academics and social-emotional learning.

Our desire to merge the top signature practices of former schools Pt. Dume and Cabrillo compel us to continue with professional development to master the Write from the Beginning & Beyond (Pt. Dume) and the Responsive Classroom (Cabrillo) strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are Highly qualified educators at Malibu Elementary.

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

All teachers and staff at school sites participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are up to three days set aside in our academic calendar for intensive professional development and planning. Areas of district-wide focus and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Believing in professional development and reflective educators, a variety of systems are in place for ongoing development of their professional practice. Teachers can take continuing education courses and become Board Certified and Master teachers. Positions such as Math Coaches, Literacy Coaches, Technology Leads, and PD Leaders offer opportunities to use their expertise to support colleagues and continue to grow professionally. Instructional Coaches and Math Coaches at all sites provide on site daily coaching support and feedback.

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

Teachers meet regularly in grade level teams using the Data Teams philosophy to collaborate regarding student needs and develop RtI2 approaches to achieve results with a focus on closing the achievement gap. Time for collaboration is made available during the professional day and with Banked Time Fridays.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide (see Attachments) for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

Schedules are flexible so that teachers can provide intervention as RtI2 meetings and data determines needed.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades two through five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

District materials are research-based and California Content Standards aligned. Teacher leaders work with the Education Services Department to develop courses of study for grade levels that align the Standards with the curriculum for teacher ease of instruction. Intervention materials are research-based and provided based on school site student needs.

Opportunity and Equal Educational Access

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

Students who are underperforming are supported through tier 1, 2 and 3 interventions including small group instruction within the classroom, re-teaching, intervention software and specific collaboration and consultation from LLI, Instructional Coach, and instructional assistants.

Evidence-based educational practices to raise student achievement

Small group instruction using SIPPS and leveled readers, computer-based researched programs, specifically targeted instruction using research-based materials such as the following: CGI-Math, Words Their Way, Handwriting Without Tears, Read Naturally, Thinking Maps, Phonemic Awareness, Differentiated Instruction, DreamBox & Lexia, and ELD vocabulary front-loading and academic sentence frames.

Parental Engagement

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

Parents will participate in our Deep Learning show case in May. Here students will hold a learning fair for parents and other students to see the project they have been focused on. Parents can participate in Parent Education events to learn how to support their child's education. English Language Learners participate on the ELAC advisory group which meets seven times a year and provides Parent Education opportunities based upon needs assessments. SSC parents will be doing Learning Rounds with the SSC teachers and principal to see the Big Six (6) Targets. Student Study Team and Response To Intervention Meetings with the team and parent are opportunities for parents to access information and support in helping their child with learning needs and resources. Participation on school committees such as PTA, School Site Council and English Language Advisory Committee are Parent involvement groups that offer information, opportunities for parents to actively be involved in the school and seek school improvements for the betterment of their child's educational program. The library, and support staff provide a wealth of parent resources.

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)

SSC and ELAC Parents will be kept aware of the \$20,000 Professional Development Budget Plan and Implementation. MES receives no Title 1 or Title 3 dollars. The \$20,000 may come from Title 2, but this is not yet clear to the newer principal.

Funding

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

The LLI Reading Teacher provides intervention to 2-5th grade students who are at risk-tier III, Instructional Coach supports all tiers either through direct instruction or coaching, and instructional materials and resources are purchased to support intervention services as well as release time for professional development.

Fiscal support (EPC)

\$20,000

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The teacher leadership committee (SLT), the ELAC, and the elected SSC were consulted. Annually, each April through June consultation begins with SLT, then ELAC and finally the SSC. Monthly consultation also begins with SLT, then ELAC and finally the SSC. All meetings are scheduled in June so that this flow of decision-making can be sustained. Often extra meetings are requested by members so that you might see two ELACs or two SSCs in one month. Our ELAC conducting their Needs Assessment in January 2022. This data was considered and is reflected in this SPSA and/or the Safe School Plan. As interim data and Data Team data comes in, the SPSA will evolve further after SSC analysis. Do to the merging of our two founding schools, we still have an array of goals inherited from both but also born anew. Examples: Using Responsive Classroom to building inclusive climates and measuring success is a legacy of Cabrillo School; using Thinking Maps to drive instruction is a legacy of Point Dume, and using IABs and FastBridge to track math progress is an all new portion of our complex plan. The SLT team will be taking stock on our progress with PD and adjusting our budget plan to reflect emerging needs. In addition to our SLT plan, we considered all input from the various departments of SMMUSD.

Resource Inequities

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

MES has no resource inequities, except that we are not a member of SMEF. Malibu must self-fundraise for the arts and IAs whereas Santa Monica Schools do not.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.74%	0.9%	0.97%	2	2	2
African American	1.84%	2.3%	2.42%	5	5	5
Asian	1.84%	3.2%	3.38%	5	7	7
Filipino	2.21%	2.7%	0.97%	6	6	2
Hispanic/Latino	13.6%	15.8%	12.56%	37	35	26
Pacific Islander	0%	%	%	0		
White	76.1%	72.5%	78.74%	207	161	163
Multiple/No Response	3.31%	2.3%	0.48%	9	5	1
	Total Enrollment			272	222	207

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	36	23	28
Grade 1	35	35	28
Grade 2	44	30	40
Grade3	54	42	24
Grade 4	46	52	43
Grade 5	57	40	44
Total Enrollment	272	222	207

Conclusions based on this data:

1. The ethnicity report from Illuminate apparently groups Hispanics with Whites.
2. MES is not very diverse and it is very important we act equitably so that all students feel and are included.
3. Our Black students particularly need equitable support due the legacy of slavery and hence we will be infusing antiracism curriculum and showcasing our students' work in February to the BOE.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	31	23		11.4%	10.4%	
Fluent English Proficient (FEP)	15	17		5.5%	7.7%	
Reclassified Fluent English Proficient (RFEP)	2	3		18.2%	9.7%	

Conclusions based on this data:

1. 10% of our ELs were reclassified in 19/20.
2. MES will continue to implement ELD best practices and get students excited about the ELPAC.
3. MES teachers will be offered weekly ELD PD on Wednesday mornings.

School and Student Performance Data

Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	202	165	44%	18%

Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	202	151	37%	25%

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24	35		23	0		23	0		95.8	0.0	
Grade 4	33	42		26	0		26	0		78.8	0.0	
Grade 5	30	36		29	0		29	0		96.7	0.0	
All Grades	87	113		78	0		78	0		89.7	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2474.			43.48			34.78			8.70			13.04		
Grade 4	2544.			46.15			46.15			7.69			0.00		
Grade 5	2546.			44.83			31.03			13.79			10.34		
All Grades	N/A	N/A	N/A	44.87			37.18			10.26			7.69		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.48			52.17			4.35		
Grade 4	61.54			38.46			0.00		
Grade 5	44.83			41.38			13.79		
All Grades	50.00			43.59			6.41		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.04			73.91			13.04		
Grade 4	23.08			76.92			0.00		
Grade 5	27.59			55.17			17.24		
All Grades	21.79			67.95			10.26		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.78			60.87			4.35		
Grade 4	38.46			57.69			3.85		
Grade 5	27.59			68.97			3.45		
All Grades	33.33			62.82			3.85		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.48			43.48			13.04		
Grade 4	50.00			50.00			0.00		
Grade 5	48.28			34.48			17.24		
All Grades	47.44			42.31			10.26		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. As we open the 21-22 school year we are pleased that EL math achievement data has risen dramatically.
2. As we open the 21-22 school year we are pleased that many ELs have achieved a four on the ELPAC.
3. As we open the 21-22 school year we are pleased that soon we will hold Reclassification Meetings on our EL students.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24	35		23	0		23	0		95.8	0.0	
Grade 4	33	42		26	0		26	0		78.8	0.0	
Grade 5	30	36		29	0		29	0		96.7	0.0	
All Grades	87	113		78	0		78	0		89.7	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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		
All Grades	N/A	N/A	N/A	33.33			30.77			26.92			8.97		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	56.52			39.13			4.35		
Grade 4	50.00			38.46			11.54		
Grade 5	31.03			44.83			24.14		
All Grades	44.87			41.03			14.10		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	56.52			26.09			17.39		
Grade 4	38.46			42.31			19.23		
Grade 5	27.59			51.72			20.69		
All Grades	39.74			41.03			19.23		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.17			43.48			4.35		
Grade 4	38.46			46.15			15.38		
Grade 5	27.59			55.17			17.24		
All Grades	38.46			48.72			12.82		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The CAASPP was canceled in 20-21 so we used aMath.
2. aMath test proficiency results for EL students went up dramatically: 18% (CAASPP) in 2018-2019 to 77% (aMath) in 2020-2021.
3. Math achievement declined for Advanced students: In 18-19 28% of (Cabrillo/PDMSS) students achieved advanced on the CAASPP. Whereas just 11% were advanced on aMath in 20-21.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		4	6	
3	*	*		*	*		*	*		*	4	
4	*	*		*	*		*	*		8	8	
5	*	*		*	*		*	*		*	*	
All Grades										9	20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	47.37		*	31.58		*	15.79		*	5.26		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	68.42		*	10.53		*	15.79		*	5.26		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	5.26		*	52.63		*	36.84		*	5.26		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	63.16		*	31.58		*	5.26		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	73.68		*	15.79		*	10.53		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	5.26		*	89.47		*	5.26		*	19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	11.11		*	83.33		*	5.56		*	18	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC data is missing as of 10-3-21. No conclusion can be drawn from this data above.
2. However we have seen our 20-21 ELPAC scores and see many fours. We believe we will be Reclassifying many students in late October, 2021.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
222	15.3	10.4	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	23	10.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	34	15.3
Students with Disabilities	28	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.3
American Indian or Alaska Native	2	0.9
Asian	7	3.2
Filipino	6	2.7
Hispanic	35	15.8
Two or More Races	5	2.3
Native Hawaiian or Pacific Islander		
White	161	72.5

Conclusions based on this data:

1. Our school is mostly white.

2. Equitable services are key for historically marginalized populations.

3. Our ELs mostly come from Europe and are white.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics performance is a relative need for MES.
2. Chronic absenteeism is a relative need for MES.
3. With the pandemic some parents will keep their children home more often.

School and Student Performance Data

Academic Performance English Language Arts

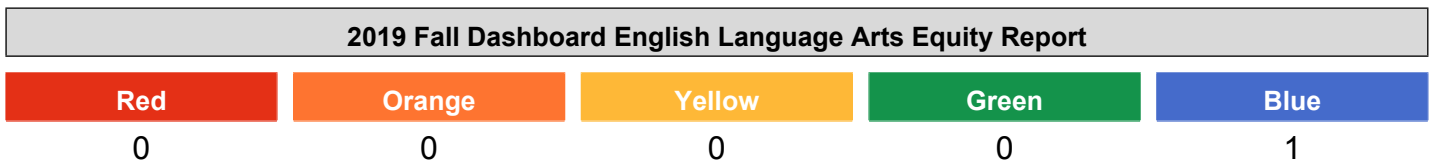
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 57.4 points above standard Increased ++14.9 points 74	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Students with Disabilities</p>  No Performance Color 46.8 points above standard 13

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Blue 61 points above standard Increased Significantly ++17.2 points 62

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
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 5	57.2 points above standard Increased ++10.4 points 66

Conclusions based on this data:

1. ELA is a relative strength for MES students based on this data. However our youngest students (1st-2nd-3rd) are struggling post fire and pandemic trauma.
2. Strategies such as Thinking Maps, F&P guided-independent reading, and LEXIA are apparently working.

School and Student Performance Data

Academic Performance Mathematics

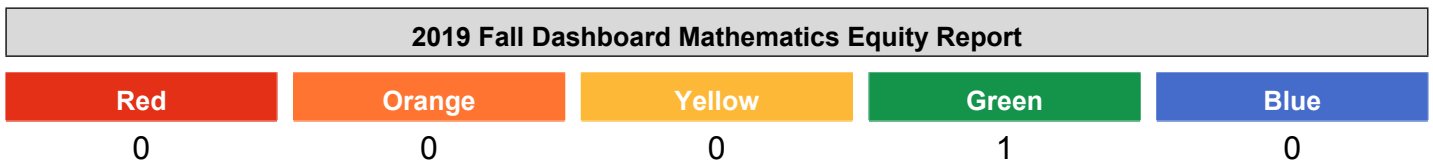
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>31.3 points above standard</p> <p>Increased ++10.1 points</p> <p>74</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>28.1 points above standard</p> <p>13</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Green 34.4 points above standard Increased ++11.3 points 62

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
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 5	33.2 points above standard Increased ++10.7 points 66

Conclusions based on this data:

1. Math is a relative low area for our MES Students compared to ELA.
2. We will remain focused on CGI. We are now using "Number Talks: Whole Number Computation, Grades K-5" to improve automaticity instruction.
3. We will remain focused on DreamBox and have a new "20 Lessons a Month Goal for each student) and DreamBox PD is scheduled for 10/22.

School and Student Performance Data

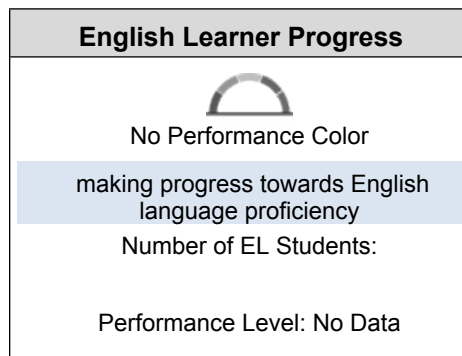
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

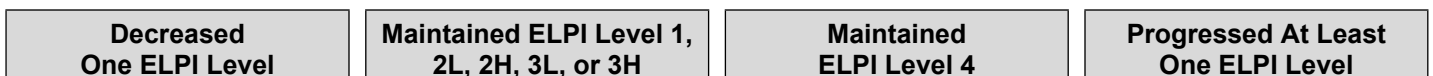
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Our work with EL students should be maintained. Our EL students need to use DreamBox more than the EO students, not less.
2. Continue with our top EL strategies - front loading, sentence frames, and heterogeneous groups making meaning together.
3. Continue using CGI and DreamBox with with our ELs.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

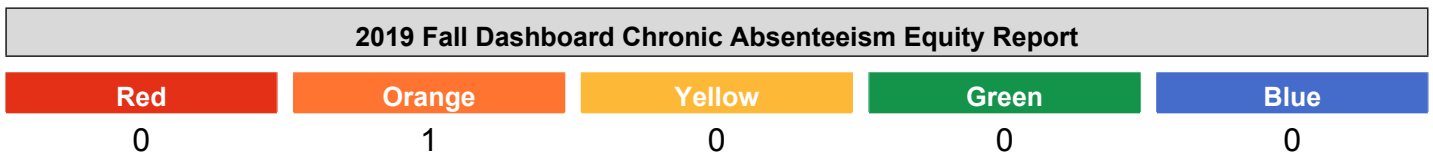
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
<p>All Students</p>  <p>Red</p> <p>15.9</p> <p>Increased Significantly +3.2</p> <p>176</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>18.2</p> <p>Increased +18.2</p> <p>11</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>28.6</p> <p>Increased +13.8</p> <p>21</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>23.8</p> <p>Increased +3.8</p> <p>21</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">25</div> Increased +8.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">14.2</div> Increased +1.3 148

Conclusions based on this data:

1. Chronic absenteeism is a problem at MES.
2. Continue sending our truancy and chronic absenteeism letters.
3. Call families and hold conferences, especially hispanic families.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

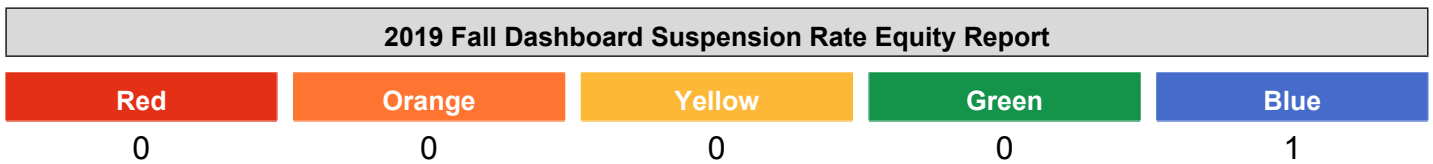
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Declined -0.5 179</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0 11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0 21</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0 21</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 12	 No Performance Color Less than 11 Students - Data 4	(Empty)	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Declined -0.5 151

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0

Conclusions based on this data:

1. Responsive classroom is an effect program at helping all students feel ownership of their school.
2. Only one student was suspended at MES between Fall of 2021 and Summer of 2022. Lesser means of correction are key.

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

MES Students should excel in writing, math, and reading. We have District assessments for reading and math but we lack a tool for formally assessing writing that is accessible through the years. To this end we need to create a Portfolio System. Portfolios would house the entire writing process including the Thinking Map in the pre-write. We will start with one exemplar. Writing was considered the hardest subject to teach by teachers during Distance Learning so we need this tool. Work will be scored by the teacher via the WFBB rubric which would be attached to the piece. This will give us data on whether our strategies below are effective. Once we begin we will baseline data. MES students need top instruction to excel in language arts and math. The strategies below are best practices. The measurable outcomes will gauge success.

Identified Need

Our analysis of aReading and aMath and Deep Learning Rubric data tells us we must focus on four (4) goals:

1. Help our 1st, 2nd, and 3rd graders master Foundational Reading Skills. 67% of our 2021-2022 3rd grade cohort are "at or above standard" as measured by aRead. This group has been nicknamed the "Woolsey Kindergarteners". They are a focus group for MES. In 1st grade only 39% of this group was "at standard" and one were "above". We are making progress!
2. Help our EL Students master grade-level math. Only 56% of our 2021-2022 EL students were "at or above standard" in January of 2022 as measured by aMath. This contrasts with their total peer group of 83.3% "at or above" standard.
3. Our aMath and aRead scores indicate that our K-1-2-3 students do better in Math than ELA. However the opposite is true for our 4th and 5th graders. In January of 2021 87.3% of our current 3-4-5 students scored "at or above" as measured by aMath. However we see a decline with this cohort in January 2022: 83.3% of them are now "at or above" standard. This suggests that MES should stay the course and prioritize Math above ELA. When we receive our "high-stakes" CASSPP scores during the summer, we will know better.
4. Continue implementing Deep Learning Integrated Thematic instruction to ensure students meet our performance goal of Genuine Concern for Local Marine Biomes. Our data for the 2021-2022 school year will not come in until June. However here are our baseline scores: 83.4% students are scoring in the top five tiers in 20-21 as opposed to 60% in 19-20.

MES Students should excel in writing, math, and reading. We have District assessments for reading and math but we lack a tool for formally assessing writing that is accessible through the years. To this end we need to create a Portfolio System. Portfolios would house the entire writing process including the Thinking Map in the pre-write. We will start with one exemplar. Writing was considered the hardest subject to teach by teachers during Distance Learning so we need this tool. Work will be scored by the teacher via the WFBB rubric which would be attached to the piece. This will give us data on whether our strategies below are effective. Once we begin we will baseline data. MES students need top instruction to excel in language arts and math. The strategies below are best practices. The measurable outcomes will gauge success.

Creating a welcoming, safe, positive, and inclusive school climate remains paramount post fire, school merger, district inequities, and pandemic isolation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. By January 2023 the 4th Grade Cohort will increase from 67% to 70% “at or above benchmark” as measured by aRead. (Star may replace aRead.)	67%	70%
2. By January 2023 the 3rd - 5th Grade Cohorts will maintain or increase the % of students “at or above benchmark” as measured by aMath. (Star may replace aMath.) 3rd: 97% (Jan 22) 4th: 90% (Jan 22) 5th: 79% (Jan 22)	3rd: 97% (Jan 22) 4th: 90% (Jan 22) 5th: 79% (Jan 22)	Maintain or increase within +/- 3%
3. By January 2023 the EL 3rd - 5th Grade Cohort will increase from 56.25% to 70% proficient or above as measured by aMath. (Star may replace aMath.)	56.25%	70%

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

PD: We will continue to develop a writing portfolio system with top samples with WFBB rubrics attached. Are our students using Thinking Maps on their own?

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)
6,617	District Funded 1000-1999: Certificated Personnel Salaries Substitute coverage for PD - 3 days (11 K-5 teachers)
2,501	District Funded 5800: Professional/Consulting Services And Operating Expenditures Extra hourly for collaborative team Portfolio Planning (2.5 hours at established hourly rate (\$45.49) for 11 teachers 2 times a year)
0.00	
0.00	
0.00	
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and especially EL students

Strategy/Activity

PD: We will continue to promote and facilitate teachers signing up for CGI EL Professional Development.

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)
375	District LCAP Funds 4000-4999: Books And Supplies Professional Reading (11 K-5 teachers) Number Talks: Whole Number Computation, Grades K-5 at \$20

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

PD: As of April, 2022 we have two teachers left who need advanced RC training; schedule this. Our Marine Science teacher must be included (3rd teacher). Unfortunately the pandemic made it hard to set up PDs due to the shortage of substitute 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)

6,000

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Contract with Responsive Classroom (2 full day training days)

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

PD: We will continue to Integrate MS across the curriculum.

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)

4,503

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Extra hourly for collaborative team Marine Science unit planning (3 hours at established hourly rate (\$45.49) for 11 teachers 3 times a year)

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

We will continue to incentivize DreamBox 20 Lessons A Month program. We will exceed the 36% EO /40% EL achievement levels set in February 2022.

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 5800: Professional/Consulting Services And Operating Expenditures
0.00	District Funded
0.00	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

EL students will still be targeted to get on it with DreamBox.

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 5800: Professional/Consulting Services And Operating Expenditures
0	District Funded 1000-1999: Certificated Personnel Salaries
0	

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

We will find and plan for Marine Science Assemblies. (We can do better here.)

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)

District Funded
2000-2999: Classified Personnel Salaries

250

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Bring back the Ocean Guardian Program. (Needs PTA volunteer support)

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)

0.00

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We need to keep ensuring we have Reflex & Lexia & Mystery Science (PTA) to help younger students master their facts.

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)

14,645

Parent-Teacher Association (PTA)
5000-5999: Services And Other Operating Expenditures
Software for Learning

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create a homework plan that includes Lexia and Dreambox and tech support. Parents should not over help on our adaptive 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)

District Funded
None Specified

District Funded
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent Lexia and DreamBox Training at Beginning of Year

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)

0.00

District Funded
1000-1999: Certificated Personnel Salaries

0.00

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

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)
0.00	District Funded 1000-1999: Certificated Personnel Salaries
0.00	District Funded 1000-1999: Certificated Personnel Salaries
0.00	None Specified
0.00	District Funded 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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.

Analysis of the 2021-2022 School Year: MES has implemented every strategy/activity we said we would do except RS training for new teachers and have had no Marine Science Assemblies.

1. Banktime agendas were driven by this SPSA.
2. Data Teams have so far as of February 22 had two full cycles. A 3rd and 4th cycle are scheduled.
3. Responsive Classroom is conducted the first 30 minutes of everyday in every classroom.
4. All four components of RS are happening.
5. Write from the Beginning and Beyond is being used in every classroom.
6. Our teachers have implemented CGI strategies. Training for CGI from Ed Services has been paused at the request of principals due to substitute shortages and quarantines. MES teachers are also supporting EL students through math vocabulary front loading, academic sentence frames, and use of Thinking Maps.

7. Our 1st - 3rd teachers are masters of Early Foundation Literacy. Four of their six Data Cycles have focused on Early Foundational Literacy.
8. (See Goal 2).
9. Both scheduled Deep Learning PDs happened during SLT PD Fridays. MES was finally able to hire a Marine Science teacher in mid-January. As a result students will showcase their long-term marine science advocacy projects in June; we had to skip on the January showcase because we had neither a Marine Science teacher nor an Art teacher. MES was able to fundraise for an art teacher but it took until January to raise enough.
10. Dreambox usage: February Results: 36% of MES EO student complete 20 lessons per month. 40% of MES EL student complete 20 lessons per month.
11. Our Instructional Coach supports teachers with instruction, curriculum, and assessments.
12. The Leadership Team represents teacher views and leads of school with the SPSA cycle.

Lastly, we are implementing the Deep Learning Initiative. Genuine Concern Rubric (becoming stronger stewards of the marine world) will tell us how we performed after our fair on May 26. Below are last year's results for baseline data:

For 20-21 participation is up at 100% from 32% in 19-20! No students are scoring in the bottom two tiers as opposed to 40% in 19-20. 83.4% students are scoring in the top five tiers as opposed to 60% in 19-20.

Conclusions: Students are making good progress in developing a strong understanding of environmental issues and their importance. Student understanding of the issues and care for the marine environment allows them to act in ways that create positive, lasting change.

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

In progress for 21-22 for input 22-23 SY: MES stuck with this plan. We did not adjust. Unfortunately the pandemic made it hard to set up PDs due to the shortage of substitute teachers; we only had DreamBox and WFBB. RC is on hold till next school year.

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.

In progress for 21-22 for input 22-23 SY: These goals will remain for the 21-22 school year. Creating a welcoming, safe, positive, and inclusive school climate remains paramount post fire, school merger, and pandemic isolation. We have two teachers left who need advanced RC training. Our Marine Science teacher must be included. Unfortunately the pandemic made it hard to set up PDs due to the shortage of substitute teachers. We will continue to incentivize DreamBox 20 Lessons A Month program. EL students will still be targeted to get on it with DreamBox. We will continue to be more systematic about incorporating "fun" into our school days such as a 5th grade graduation parade past the k-4 classrooms with cheering, and we hold ice cream socials the last week of school. We will find and plan for Marine Science Assemblies. (We can do better here.) We will continue to Integrate MS across the curriculum. We need to get focused again on creating a new school culture via staff team-building and handbooks to articulate our vision and procedures. We need to keep ensuring we have Reflex (PTA) to help younger students master their facts. We will continue to promote and facilitate teachers signing up for CGI EL training. We will continue to develop a writing portfolio system with top samples with WFBB rubrics attached.

Budget Overview: We did NOT spend these funds as we had planned to due to substitute shortages and pandemic overload. Next year we will spend all.

Substitute coverage for PD - 3 days (11 K-5 teachers) = \$6,617.49

Extra hourly for collaborative team Marine Science unit planning (3 hours at established hourly rate (\$45.49) for 11 teachers 3 times a year) = \$4,503.51

Contract with Responsive Classroom (2 full day training days) = \$6,000.00

Extra hourly for collaborative team Portfolio Planning (2.5 hours at established hourly rate (\$45.49) for 11 teachers 2 times a year) = \$2,501.09

Professional Reading (11 K-5 teachers) Number Talks: Whole Number Computation, Grades K-5
At \$20 = \$375

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

MES EL students should feel and be successful at their school. MES EL students need extra support with math as they struggle more here than with ELA. School should be a place of success. The measurable outcome below will be our gauge. The five strategies below are our identified best practices to help our EL students not only excel in math but also help them to demonstrate that they are ready to be reclassified as Fluent.

Identified Need

Help our EL Students master grade-level math. Only 56.25% of our 3rd-5th 2021-2022 EL students were "at or above standard" in January of 2022 as measured by aMath. This contrasts with their total peer group of 83.3% "at or above" standard.

By January 2023 the % of EL Students "at or above standard" will increase from 56.25% to 70% as measured by aMath. (Star may replace aMath.).

By March 2023 the EL 3rd - 5th Grade Cohort will increase from 40% completing 20 DreamBox Lessons in the month of February to 50% as measured by the DreamBox Dashboard.

The annual tool will still be the EL CAASPP Math Summative. We have no baseline from 2022 yet. We will have it in July 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
January 2023 aMath (Star may replace aMath.)	56.25% of EL students met standard	70% will meet standard
March 2023 % of EL Students completing 20 DreamBox Lessons in the month of February	40% of EL students met the target	50% of EL students will meet the target
EL CAASPP Math Summative	unknown as of April 2022	Increase

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 EL Students

Strategy/Activity

PD: ELD Strategies, DreamBox (settings and encouragement to go beyond the minimum), CGI.

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	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

Online Learning Opportunities will be maintained: DreamBox, Lexia, Reflex

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)
14,645	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Lexia software (Dreambox is paid by SMMUSD)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, but especially EL

Strategy/Activity

Student Activities: Maintain these strategies: Minimum 5 DreamBox Lessons week, before or after school EL support

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)
9000	District Funded 5000-5999: Services And Other Operating Expenditures

	Promote DreamBox for EL students
0	District Funded 1000-1999: Certificated Personnel Salaries Various before and after school programs held in person and online

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

Parental Engagement: Promote parent usage of the DreamBox Dashboard, offer training for EL parents, & encourage teachers to encourage EL parents to attend an additional winter conference.

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 LCAP Funds 1000-1999: Certificated Personnel Salaries Parent Education Events during ELAC
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

If we use the Star Math test, give the EL students extra time within the program.

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	

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)

0

0

0

Strategy/Activity 7

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)

0

0

0

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Analysis of the 2021-2022 School Year: As of February 28, 2022 we do not yet have our EL CAASPP Math Summative scores yet. (As of March 6, 2022)

Strategies Review:

1. Teachers use designated and imbedded ELD strategies
2. Teacher use CGI-Math instructional strategies.
3. na
4. Our EL students, like their EO peers, are not using DreamBox enough, however EL students are more likely than their EO peers to complete 20 lessons a month. (February Results: 40% vs. 36%)
5. Via ELAC and articles the Instructional Coach and Principal have provided training to EL parents to support literacy development at home, including DreamBox Math, and Lexia.
6. The IC has provided regular support with best practices and data usage. EL resources are published in the staff bulletin.
7. NA
8. EL students work in heterogeneous groups in both Marine Science and Art. Teachers support integrated Deep Learning instruction. Results of this work will be measured after the Marine Science/Art fair.
9. Tier III intervention classes are offered both before and during school hours to 2nd-5th grade students to support at-risk students with academic vocabulary.

10. English 3D classes for 4th and 5th grade EL students have been implement . Academic Sentence Frames are used.
11. EL parents may ask for a winter conference.
12. Teachers have daily schedules that provide specific times for addressing the needs of ELL students through direct instruction.
13. The Principal will email score reports and DreamBox Dashboard Information to EL Parents.
14. Teachers provide time in class for DreamBox as some ELs may not have support at home.

We are very happy for our EL math students' growing success. They surpassed their goal. Teachers used designated and embedded ELD strategies that explicitly focused on front-loading academic math vocabulary and academic sentence frames. Students interacted in meaningful ways, received gradual release scaffolding through techniques such as Thinking Maps, developed academic math language proficiency through front loading, and learned academic sentence frames to support academic discourse. All teachers implemented CGI strategies. However our EL students, like their EO peers, are not using DreamBox enough. The feeling is that due to DL online programs were seen as too much screen time. This is unfortunate. The Instructional Coach and Principal provided training to ELL parents to support Literacy development at home, including DreamBox Math, and Lexia. The Instructional Coach and Principal provided training to the teachers to help create capacity for DreamBox Math. Weekly ELD training was offered to teachers on Wednesday mornings.

Participating staff became reacquainted with the "Academic Vocabulary Tool Kit", by Kate Kinsella. All EL Students who qualify for Tier 3 Interventions received help from our LLI teacher until we had to hire an online DL teacher since not all students returned to "full-return". (The LLI took on that classroom.)

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

The PTA Marine Science budget plan was followed.

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.

Teachers should attend the two CGI EL trainings offered by the District next year since it was postponed this year. As of February 28, 2022 we do not yet have our EL CAASPP Math Summative scores yet. (As of March 6, 2022).

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

MES students should feel welcomed, safe, included, and successful at their school. Students need to love being at school. School should be joyful. To ensure this, MES will continue to implement the Responsive Classroom, Mindfulness, and Olweus Bully Prevention programs. Additionally MES will also use our newer School Vision, Positive Discipline Plan, Parent Handbook, and Staff Handbook to create and maintain order and purpose. Our school is newer so this work is especially important. Recall we have two founding schools whose populations created 90% of our population. Our founding schools had effective signature programs that are thriving at MES. These pragmatic positive environment strategies are universally known and championed by faculty and parents but we must support teachers' professional growth to maintain our progress.. Recall that when MES opened, there was no SPSA, no Vision, no Discipline Plan, and no Handbooks; we knew we had to create them rapidly and strategically. We created our Positive Discipline Plan first to help us have a consistent experience for students. We are using four (4) surveys including the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to guide our work.

The four surveys are: (1) SAEBRS, (2) CHKS, (3) Olweus, and (4) Hanover.

All k-5 MES teachers will administer the (1) Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) three times this school year to gather baseline data (Lead), mid-year data, and end-of-year (Lag). The SAEBRS is a brief and efficient tool for universal screening for students who may need social-emotional support. If a student or teacher marks all three domains as troublesome, then this student is identified as a student who is struggling to feel welcomed, safe, included, and successful in school. All 5th grade MES teachers will administer the (2) California Healthy Kids Survey (CHKS) at the end of the year to gather data for improvement for 2022-2023 and to contrast with end-of-year SAEBRS data. All k-5 MES teachers will administer the (3) Olweus Survey to gauge connectedness and sense of safety and inclusion. Olweus training will be held during the 2022 - 2023 school year. At that time we will set a detailed timeline of Olweus activities. Olweus is specifically designed to help us mitigate bully behaviors and develop upstander behaviors in peers. The (4) Hanover Survey is administered each fall and spring. These are the fall results: 87% of respondents think MES provides a good or excellent education. Fall data suggest that more extra curricular opportunities are wanted. However, a recent after school dance class was canceled due to low interest. Only 70% of teachers feel there is enough staff development. (Note that we have had a substitute teacher shortage in Malibu.) We await the Spring data.

Identified Need

Students need to feel welcomed, safe, included, and successful at school. Parents need to know what is happening at school and how they can help from home. Parents need to feel proud that their child attends MES. Staff need a refresher in Olweus strategies. Three teachers still need training on advanced Responsive Classroom strategies.

(We need to complete our analysis of our SAEBRS data once the April 2022 data is completely in.)

By January 2023 these rates will improve:

- K: 0%
- 1st: 7%
- 2nd: 5%
- 3rd: 7%
- 4th: 20%
- 5th: 20%

By Winter of 2022 the % of teachers who feel MES has enough PD will increase from 70% to 80% as measured by the Hanover Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SAEBRS - January 2023 Social, Academic, and Emotional Behavior Risk Screener	January 2022 K: 0% 1st: 7% 2nd: 5% 3rd: 7% 4th: 20% 5th: 20%	improvement for grades 4 and 5
CHKS - California Healthy Kids Survey	TBD	0% of our students are at risk as measured by the January 2022 screener.
Olweus - Bully Mitigation Survey	TBD	0% of students will feel bullied at school as measured by the spring survey
Fall Hanover Teacher PD Survey	70%	80% of MES will feel MES has enough PD.

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

PD: We need to integrate Marine Science across the curriculum via Release Time and Extra Hours

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)
4,503.51	District Funded 1000-1999: Certificated Personnel Salaries Extra hourly for collaborative team Marine Science unit planning (3 hours at established hourly rate (\$45.49) for 11 teachers 3 times a year)
0	
0	
0	

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

PD: RC training will be set up via Release Time and Extra Hours

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 LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Contract with Responsive Classroom (2 full day training days) = \$6,000.00
0	
0	

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

We need to get focused again on creating a new school culture via staff team-building and handbooks to articulate our vision and procedures.

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	
0	
0	
0	

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

We will encourage survey participation through strong messaging; we need data to inform our work choices. It helps us do our job better when we have more information about the temperature of the school.

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	
0	

0	
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

The Caught DoingGood program will be revamped to make the Sammy Slips more meaningful. We will give students an opportunity for each child to speak in the classroom about what motivates them? "Would you be willing to share?"

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)

Develop, disseminate, and implement a Positive Discipline Plan

Annual Review

SPSA Year Reviewed: 2021-22

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.

Analysis of the 2021-2022 School Year: We have been more systematic about incorporating “fun” into our school days. Our teachers have been systematic in delivering SEL instruction and activities to students. Our psychologists have been diligent in finding and organizing friendship lessons for students. Lunch art cart happens twice a week. We have incentivized DreamBox 20 Lessons A Month. We adjusted the Caught Doing Good tickets to add what act the student did. EL students were targeted to get on it with DreamBox. (40% of EL students achieved the goal compared to 36% of EO students.) The 5th grade graduation parade that goes past the k-4 classrooms with cheering has been scheduled, and we hold ice cream socials the last week of

school. We will find and plan for Marine Science Assemblies We have maintained gate greeting for students when they arrive. We have brought back Arts education during the school day with programs such as PSArts, music and dancing. Once a month student-led assemblies with skits and estimation games are happening on the first Friday of each month. Common-hour buddy activities have happened since we launched this at the first staff meeting. We walk the talk!

Strategies Review:

1. SAEBRS is being given on schedule and the results are: ? Responsive Classroom trainings have not happened for our two new teachers because of the sub shortage and COVID overload. Implementing Mindfulness was upended when our Mindfulness teacher left. We will check in with teachers about this. We will try to bring in the District's Mindfulness teacher for PD at a forthcoming staff meeting.
2. We did what we said we would do.
3. Friday Morning Mindfulness Sessions and Staff Meeting Fridays were halted when our Mindfulness teacher left in October. Bring in the District Specialist. Daily Mindfulness activities do happen in classrooms.
4. Morning meetings happen daily and are key to the positive tone at school.
5. The Positive Discipline Plan is being implemented but the Caught DoingGood program may need some revamping to make the Sammy Slips more meaningful. Could we pre-pull a few slips and have they child speak about what motivates them? "Would you be willing to share."

These five strategies have helped our students to feel welcomed, safe, and included at school. We still need to ensure that new teachers receive advanced RC training in 21-22.

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

Unfortunately we did not spend any funds on RC. Substitutes are hard to find. Setting up service agreements can be very cumbersome. This trimester will go better.

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.

We need to complete our analysis of our SAEBRS data once the Winter data is completely in.

We need to maintain this goal but we have to execute the remaining strategies.

We need to integrate MS across the curriculum.

We need to get focused again on creating a new school culture via staff team-building and handbooks to articulate our vision and procedures.

RC training will be set up.

We will encourage survey participation through strong messaging; we need data to inform our work choices. It helps us do our job better when we have more information about the temperature of the school.

All staff should join up daily with a Classroom Meeting each morning.

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,039.51

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 (\$)
------------------	-----------------

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	\$33,124.51
District LCAP Funds	\$6,375.00
Parent-Teacher Association (PTA)	\$29,540.00

Subtotal of state or local funds included for this school: \$69,039.51

Total of federal, state, and/or local funds for this school: \$69,039.51

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
- 5 Parent or Community Members

Name of Members	Role
Chris Hertz	Principal
Alia Tate	Classroom Teacher
Tammy Mackey	Classroom Teacher
Jaime Hammack	Classroom Teacher
Diane Sullivan	Other School Staff
Heather Alfano	Parent or Community Member
Melanie Hesecker	Parent or Community Member
Lise Sloan	Parent or Community Member
Alicia Peak	Parent or Community Member
Melissa Solano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Ula Jones

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2022.

Attested:

Chris Hertz

Principal, Chris Hertz on 5-17-22

Alicia Peak

SSC Chairperson, Alicia Peak on 5-17-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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