



# 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	March 23, 2023	June 29, 2023

## 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 annual Hanover Survey will be used. Hanover is a climate District Survey. It asks about perceptions of the school. For MES there were a total of thirty-nine respondents. Below are their perspectives from 2021-2022. We are awaiting the 2022-2023 data and will update this Assessment when that data becomes available.

Hanover is administered each fall and spring. These are the fall 2022-2023 results:

Students: 76% of responding 4th/5th graders say their classes are fun at MES.

Students: 76% of responding 4th/5th graders say I learn a lot in my classes at MES.

Students: 67% of responding 4th/5th graders come to class prepared at MES.

Students: 57% of responding 4th/5th graders get excited to learn new things at MES.

Students: 57% of responding 4th/5th graders say my classes are challenging at MES.

Students: 48% of responding 4th/5th graders say my classes let me be creative at MES.

Parents: 65% of parent believe the school provides enough resources for EL students.

Parents: 44% of parent believe the school provides enough resources for high-achieving students.

Parents: 59% of parent believe the school provides enough resources for under-achieving students.

Parents: 69% of parent believe the school provides enough resources for mental health and well-being for students.

Parents: 75% of parent believe the school provides enough resources for special education students.

Parents: 31% of parent believe the school provides enough resources for extracurricular activities.

Parents: 85% of parent believe the school develops students' ability to collaborate.

Parents: 62% of parent believe the school develops students' ability to manage emotions.

Parents: 52% of parent believe the school prepares students for college.

Parents: 74% of parent believe the administrator at the school in tune with parent concerns.

Parents: 86% of parent believe the administrator at the school in tune with non-teaching staff's concerns.

Parents: 72% of parent believe the administrator at the school in tune with student's concerns.

Parents: 71% of parent believe the administrator at the school in tune with teacher's concerns.

Parents: 85% of parent believe the administrator at the school communicates a strong vision for the school.

Parents: 85% of parent believe the administrator at the school makes decisions that support student learning.

Parents: 62% of parent believe the school adequately challenges advanced students.

Parents: 56% of parent believe the school offers a variety of academic courses.

Parents: 77% of parent believe the school prepares students for the next grade level.

Parents: 71% of parent believe the school staff are responsive when students report bullying.

Parents: 88% of parent believe the school has clean bathrooms.

Parents: 89% of parent believe the school offers a good or excellent education.

Parents: 93% of parents like MES.

Parents: 73% of parents agree that the school provides resources to help parents to support their child's educational needs.

Parents: 96% of parents agree that the school encourages parents to volunteer.

Staff: 70% of staff believe the school provides enough resources for EL students.

Staff: 73% of parent believe the school provides enough resources for high-achieving students.

Staff: 55% of staff believe the school provides enough resources for under-achieving students.

Staff: 55% of staff believe the school provides enough resources for mental health and well-being for students.

Staff: 70% of staff believe the school provides enough resources for special education students.

Staff: 90% of staff believe the school develops students' ability to collaborate.

Staff: 90% of staff believe the school develops students' ability to manage emotions.

Staff: 78% of staff believe the school prepares students for college.

Staff: 100% of staff believe the administrator at the school in tune with parent concerns.

Staff: 70% of staff believe the administrator at the school in tune with non-teaching staff's concerns.

Staff: 90% of staff believe the administrator at the school in tune with student's concerns.  
Staff: 70% of staff believe the administrator at the school in tune with teacher's concerns.  
Staff: 91% of staff believe the administrator at the school communicates a strong vision for the school.  
Staff: 90% of staff believe the administrator at the school makes decisions that support student learning.  
Staff: 73% of staff believe the school offers a variety of academic courses.  
Staff: 91% of staff believe the school prepares students for the next grade level.  
Staff: 90% of staff believe the school staff are responsive when students report bullying.  
Staff: 91% of staff believe the school has clean bathrooms.  
Staff: 73% of staff believe the school is well maintained.  
Staff: 82% of staff believe the school offers a good or excellent education.  
Staff: 82% of staff like MES.  
Staff: 91% of staff believe they have the support they need to maintain order and discipline in the school.

Data suggest that parents want more extra curricular opportunities. Staff would like to see more support for under-achieving students.

## 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:** 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 by our Data Teams & SPSA.

**Learning Rounds:** During the 2022-2023 school year, MES teachers participated "learning rounds" and "lesson studies" in which teachers observe teachers in their own classrooms. The goal is to observe and reinforce our agreed to top instructional methods. In 2023 - 2024 our teachers will do more "lesson studies". Teachers will be looking for: non-verbal communication, think time, academic conversations - opportunities to share your thinking for immediate feedback, manipulatives, student choice and voice, accountable talk (justify and explain your thinking), use of math vocabulary, anchor charts, frequent checks for understanding, and a variety of grouping strategies. Lesson Studies will begin in the fall and then again in February of 2024. After February each teacher at MES will be asked to walk away with at least one strategy to try and share out at a faculty meeting how that has changed the results of learning. MES teachers will then conduct more "learning rounds" to see what may have changed at MES in our classrooms. Together we will build our collective expertise. Teachers plan to reinforce with each other what methods we really want to see in all of our classrooms.

**Formal:** Additionally evaluative observations are conducted by the Principal throughout the year per the SMMUSD-CTA collective bargaining agreement. These observations are confidential but focus is on the strategic goals developed by the teachers and Principal.

The informal, "learning rounds", and formal observations have shown that teachers are working towards meeting the school goal that "all kids can learn" when we use a variety of instructional strategies during tier1 instruction. Next year we take this farther by being more specific. Do we see the following in our classrooms: non-verbal communication, think time, academic conversations - opportunities to share your thinking for immediate feedback, manipulatives, student choice and voice, accountable talk (justify and explain your thinking), use of math vocabulary, anchor charts, frequent checks for understanding, and a variety of grouping strategies.?

Observations help us to clarify our focus, share the responsibility of leadership, build our collective expertise, and keep teachers working on continuous improvement.

## 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 Local Universal Screening, Diagnostics (Star), and State Assessments (CAASPP & ELPAC) helped to determine where students are and has provided direction for the start of the 2023-2024 school year. Using the winter Star data, teachers collaborated to develop instructional plans to ensure that all students have access to the core curriculum and effective first teaching. This data was 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 were also used for progress monitoring and instructional shifts to meet evolving student needs.

Our analysis of the Winter 2023 Star Reading / Star Early Literacy and Star Math data and Dreambox Usage tells us we must:

1. Help all our students master the Measurement & Data Strand. (6% are proficient or above in this strand in grades 2-3-4-5.)
2. Help our EL and Hispanic Students use DreamBox more. (only 30% of ELs completed 20 lessons in January 2023.). Our DEI focus tells us we must help our Hispanic students achieve more. (See the data in goal 1)
3. Stay focused on top math instructional strategies to help all students achieve more.

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

MES teachers rely on the Star for most of their planning however we do use a "Write from Beginning and Beyond Rubric" to score student writing samples since at this time there is no District equivalent. We also look at Reflex data and running records.

During the last MES Data Cycle ending on February 3, 2023 the teams had this focus:

K: Decoding with a goal for 75% of students able to read a level B book.

1st: Decoding 15 or more CVC words with a goal of 85% of students being able to do this by March.

2nd: Math facts fluency with a goal of 75% of 2nd graders scoring 50% or higher on Reflex.

3rd: Improve Reading Comprehension with a goal of 75% of students scoring about the 50% of Star Reading.

4th: Improving Math skills with a goal of 85% of students scoring proficient or above on Star Math.

5th: Math facts fluency with a goal of 100% of 5th graders scoring proficient or higher on Reflex.

## 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)

Our teachers and staff participate in ongoing professional development through "banked time", a total of 90 minutes of meeting and professional development time three Fridays per month. In addition, there are up to three days set aside in our academic calendar for intensive professional development and planning. Professional development is driven by District-wide needs and school-level needs that are determined by the regular review of summative and formative data, and from the collection of input from teachers and administrators. MES has CTC-credentialed teachers and SBE-approved instructional materials thanks to our HR and Ed Services Departments. Parents on the SSC are monthly informed of Professional Development held at school.

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. For 2023-2024 MES teachers will work on building expertise with our identified top instructional strategies, scoring writing samples with calibration, infusing the Measurement Strand throughout Math instruction, and Star data analysis. (These are just a few highlights.)

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. Coordinators and Directors in Ed Services help teachers with assessments, writing, and math skills.

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 for each grade level (kindergarten through grade eight) so that all teachers will 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)

The Ed Services schedules are designed to allow all students to access the curriculum but are also 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 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 Common Core 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, and instructional assistants. During 2023-2024 school year we will have a before-school intervention program on Monday's and Wednesday's to support our tier 2 students. MES also has a Special Education program.

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, math vocabulary front loading, 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 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. During the 2023-2024 school year, SSC parents will be doing Learning Rounds with the SSC teachers and principal to see success indicators. This begins in February of 2024. Student Study Team Meetings provide 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 provide 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. Our Parent Involvement plan is very thorough and is found on both the school website and in the Parent Handbook. Parents are encouraged to attend BTSN, parent conferences, and Open House to become better acquainted with our academic program and so that they can get involved. We also hold monthly Volunteer trainings to recruit parents to help the teachers in the classroom. For students with Special Needs, parents are invited to participate in the development and monitoring of IEPs. We strongly encourage parents to set up their DreamBox Dashboard so that they be daily aware of their child's progression through the math standards. Parents are sent surveys annually to gather their input through tools such as the Hanover survey. Finally the weekly Parent Newsletter outlines to parents tasks we need them to do and events we hope they will attend.

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 is kept aware of the \$10,000 Professional Development Budget Plan and Implementation. MES receives no Title 1 or Title 3 dollars.

## 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, and instructional materials and resources are purchased to support intervention services as well as release time for professional development.

Fiscal support (EPC)

\$10,000 has been set aside for MES by the Ed Services Department for professional development.

# Educational Partner 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 January through March 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 2023. 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. The SLT team will be taking stock on our progress with PD and adjusting our budget plan to reflect emerging needs. Throughout the school year the SSC reviews progress on agreed to goals and objectives, and reviews achievement data.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.97%	1.01%	2	2	2
African American	2.3%	2.42%	2.51%	5	5	5
Asian	3.2%	3.38%	2.01%	7	7	4
Filipino	2.7%	0.97%	2.51%	6	2	5
Hispanic/Latino	15.8%	12.56%	10.05%	35	26	20
Pacific Islander	%	%	0%			0
White	72.5%	78.74%	80.4%	161	163	160
Multiple/No Response	2.3%	0.48%	0.5%	5	1	1
<b>Total Enrollment</b>				222	207	199

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	23	28	28
Grade 1	35	28	29
Grade 2	30	40	30
Grade3	42	24	41
Grade 4	52	43	31
Grade 5	40	44	40
<b>Total Enrollment</b>	222	207	199

### Conclusions based on this data:

1. The data shows very little diversity at MES however we have many immigrants particularly from northern Europe.
2. MES has relatively little racial diversity compared to our county and it is very important we act equitably so that all students feel and are included.
3. Our Hispanic students particularly need equitable support. They represent roughly 12% of our school.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	23	24	22	10.40%	11.6%	11.1%
Fluent English Proficient (FEP)	17	11	11	7.70%	5.3%	5.5%
Reclassified Fluent English Proficient (RFEP)	3			13.0%		

### Conclusions based on this data:

1. 3 of our 25 ELs were reclassified in 22-23.
2. MES will continue to implement ELD best practices and get students excited about the ELPAC.
3. MES will support our ELs and focus on reclassification. See Goal 2 for all the details on how we will do this but one highlight will be our Before-School intervention class.

# 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
	22-23	22-23	22-23	22-23
2-5StarReadingLateWinterDiagnostic Data	143	125	70	18

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
2-5StarLateWinterDiagnostic Data	143	131	79	12

### Conclusions based on this data:

1. Our focus on math is bring our math scores higher than our reading scores.
2. Lowest Domain Strand: Measurement & Data: Only 6% were at or above standard.
3. 36% of EL students were above the 40% on Star Math. See Goal two for actions related to this gap.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	27		0	27		0	27		0.0	100.0	
Grade 4	42	37		0	37		0	37		0.0	100.0	
Grade 5	36	45		0	43		0	43		0.0	95.6	
All Grades	113	109		0	107		0	107		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			29.63			25.93			25.93			18.52	
Grade 4		2482.			32.43			27.03			27.03			13.51	
Grade 5		2533.			23.26			51.16			9.30			16.28	
All Grades	N/A	N/A	N/A		28.04			36.45			19.63			15.89	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		*			*			*		
Grade 4		16.22			67.57			16.22		
Grade 5		27.91			62.79			9.30		
All Grades		20.56			66.36			13.08		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		21.62			59.46			18.92	
Grade 5		16.28			67.44			16.28	
All Grades		18.69			64.49			16.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		16.22			67.57			16.22	
Grade 5		16.28			79.07			4.65	
All Grades		12.15			76.64			11.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		21.62			67.57			10.81	
Grade 5		13.95			76.74			9.30	
All Grades		16.82			72.90			10.28	

**Conclusions based on this data:**

1. As we open the 23-24 school year we are pleased that 79% of students scored above the 40% in the Winter Star Math Assessment.
2. As we open the 23-24 school year we are pleased that ten ELs have achieved a three on the ELPAC on 21-22 ELPAC and hope to reclassify them one we receive the 22-23 ELPAC scores.
3. As we open the 23-24 school year we are pleased that twenty k-1st students already scored 852+ on Star Early Literacy by February 2023.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	27		0	27		0	27		0.0	100.0	
Grade 4	42	37		0	37		0	37		0.0	100.0	
Grade 5	36	45		0	43		0	43		0.0	95.6	
All Grades	113	109		0	107		0	107		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.			22.22			48.15			22.22			7.41	
Grade 4		2476.			21.62			18.92			45.95			13.51	
Grade 5		2515.			20.93			23.26			32.56			23.26	
All Grades	N/A	N/A	N/A		21.50			28.04			34.58			15.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		27.03			56.76			16.22	
Grade 5		25.58			51.16			23.26	
All Grades		28.04			56.07			15.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		21.62			64.86			13.51	
Grade 5		16.28			72.09			11.63	
All Grades		23.36			64.49			12.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		18.92			56.76			24.32	
Grade 5		20.93			60.47			18.60	
All Grades		20.56			63.55			15.89	

**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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		6	*	
3	*	*		*	*		*	*		4	4	
4	*	*		*	*		*	*		8	6	
5	*	*		*	*		*	*		*	7	
All Grades										20	25	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	47.37	24.00		31.58	48.00		15.79	20.00		5.26	8.00		19	25	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	68.42	48.00		10.53	36.00		15.79	8.00		5.26	8.00		19	25	



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	5.26	8.00		52.63	40.00		36.84	28.00		5.26	24.00		19	25	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	63.16	28.00		31.58	64.00		5.26	8.00		19	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	73.68	56.00		15.79	32.00		10.53	12.00		19	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	5.26	24.00		89.47	48.00		5.26	28.00		19	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	11.11	16.00		83.33	76.00		5.56	8.00		18	25	

**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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>207</b>	<b>15.5</b>	<b>11.6</b>	<b>0.5</b>
Total Number of Students enrolled in Malibu Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	24	11.6
<b>Foster Youth</b>	1	0.5
<b>Homeless</b>	2	1.0
<b>Socioeconomically Disadvantaged</b>	32	15.5
<b>Students with Disabilities</b>	26	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	5	2.4
<b>American Indian</b>	2	1.0
<b>Asian</b>	7	3.4
<b>Filipino</b>	2	1.0
<b>Hispanic</b>	26	12.6
<b>Two or More Races</b>	1	0.5
<b>Pacific Islander</b>		
<b>White</b>	163	78.7

**Conclusions based on this data:**

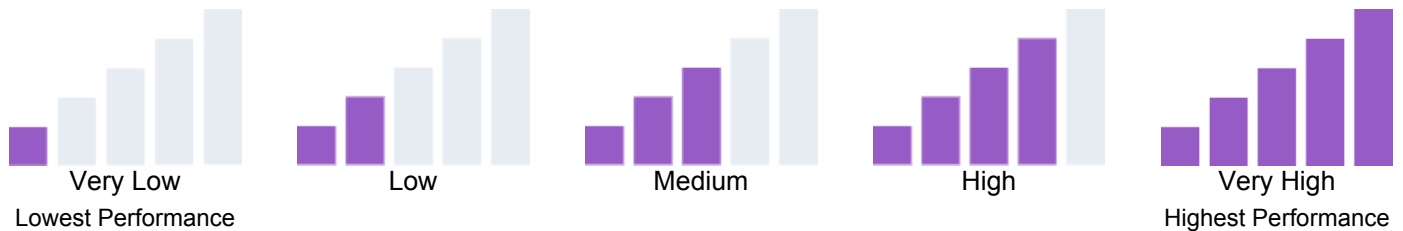
1. Our school is mostly white.
2. Equitable services are key for historically marginalized populations.
3. Our ELs mostly come from Europe and are white.

# School and Student Performance Data

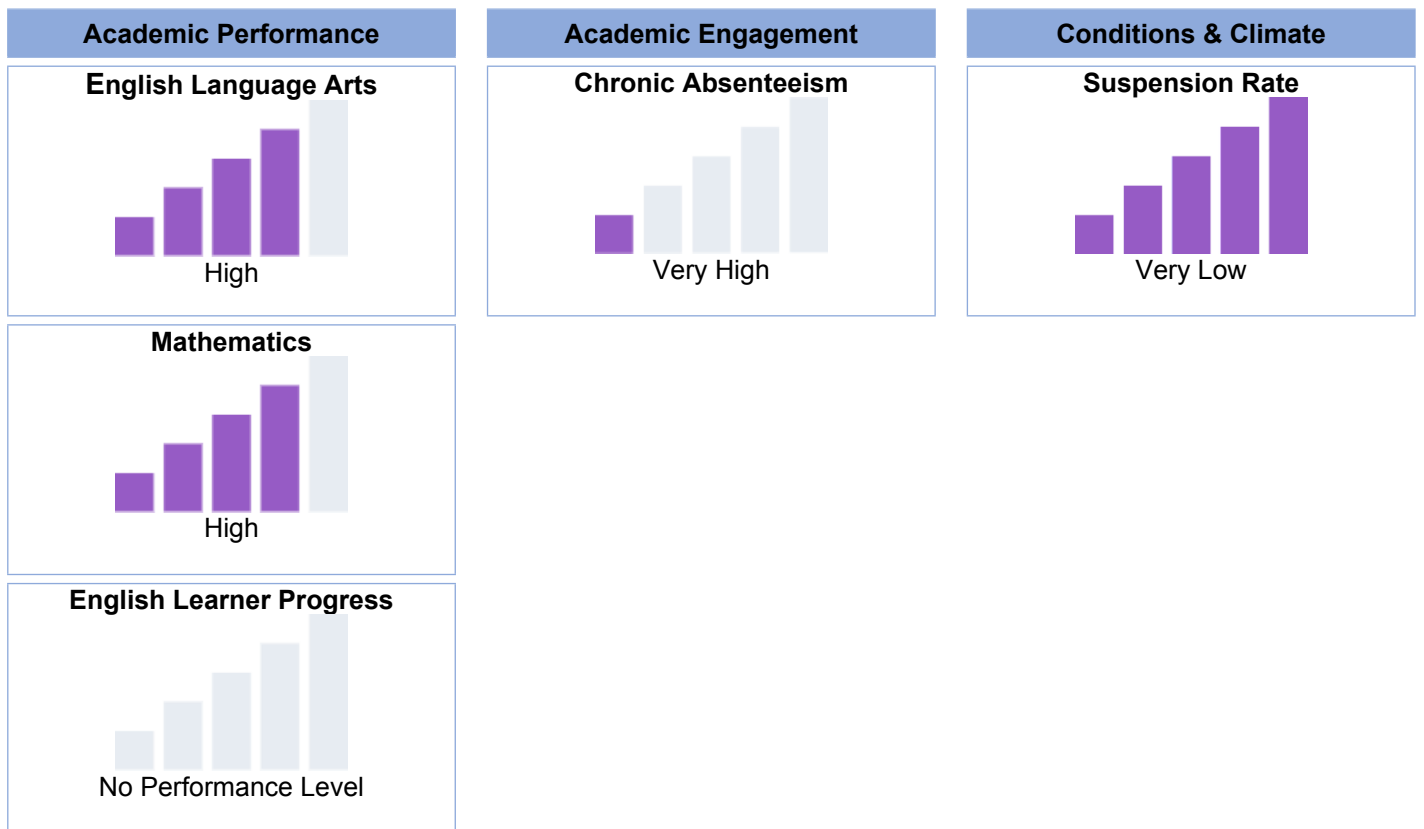
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### 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

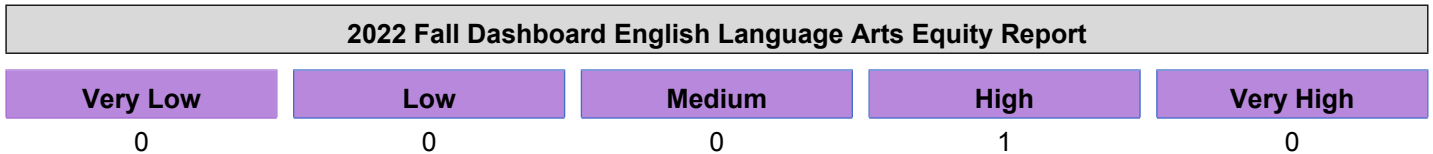
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

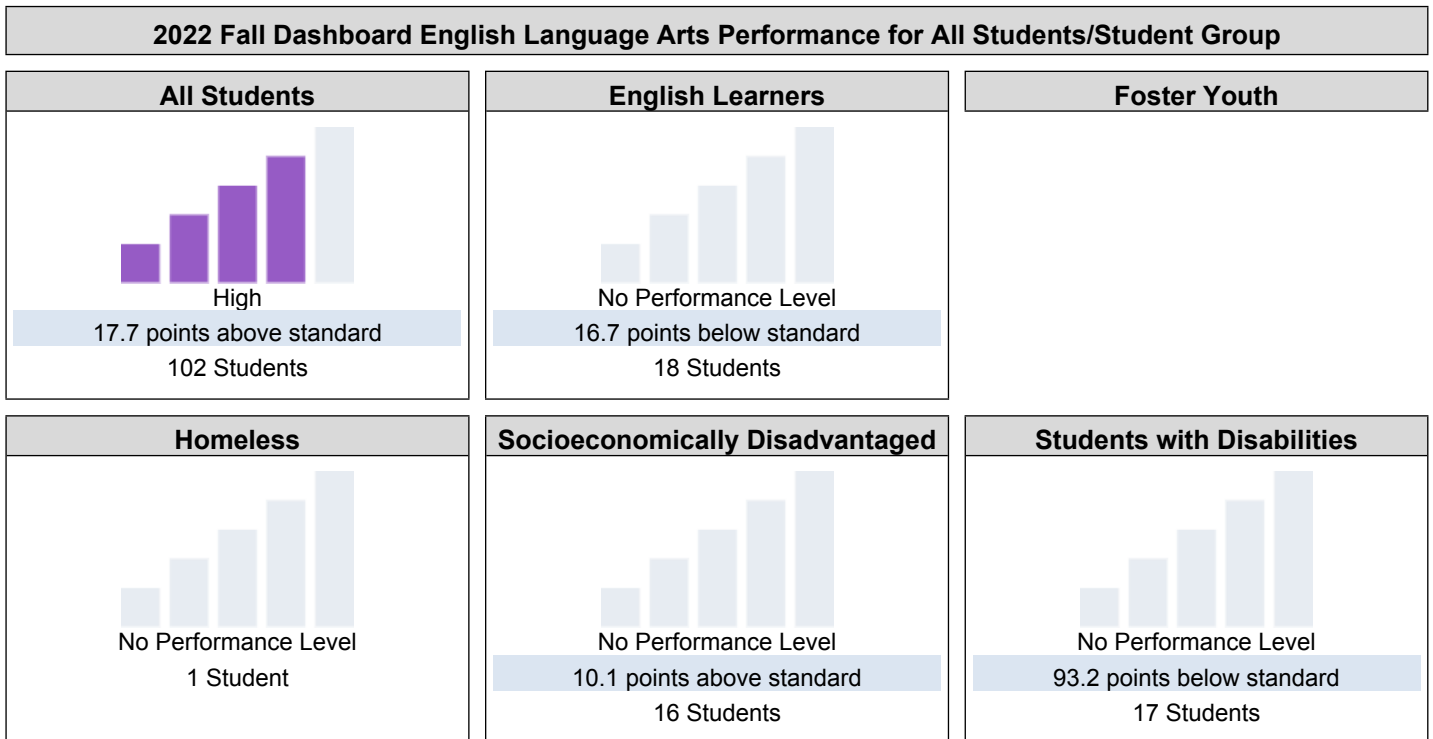
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



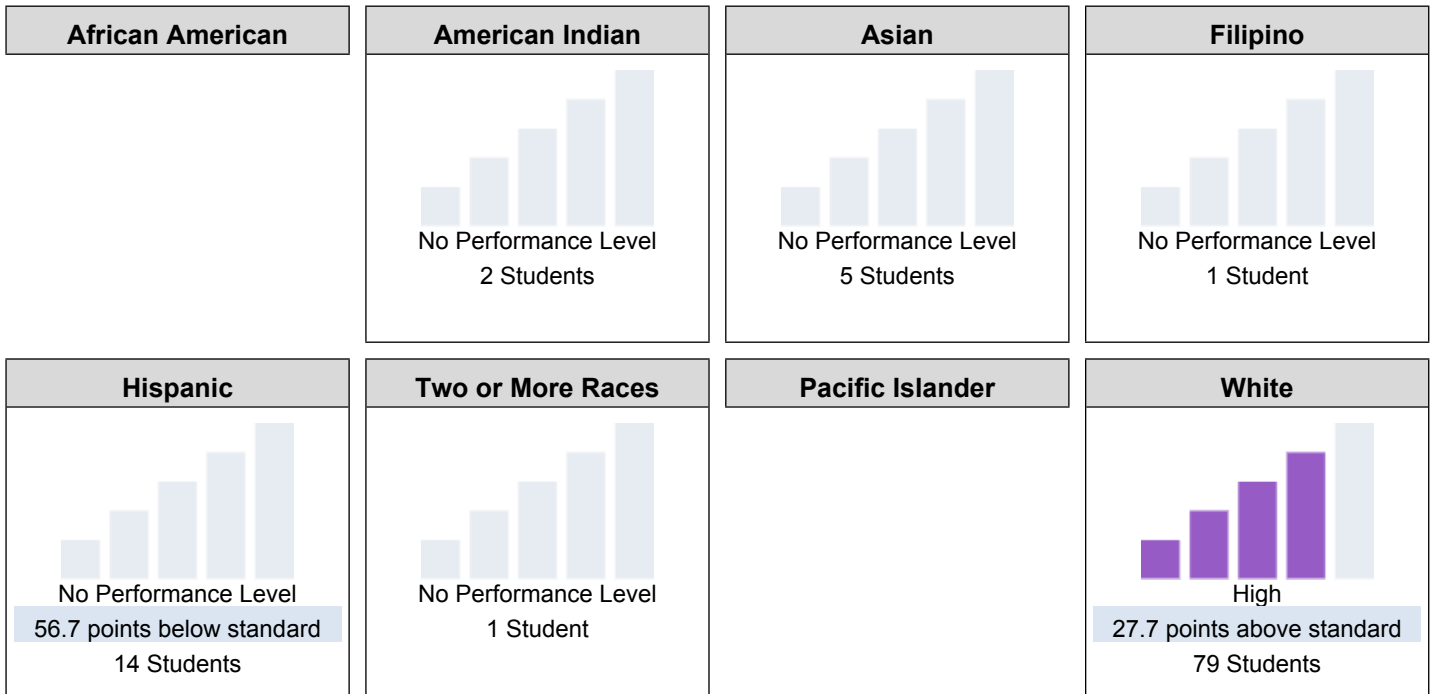
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>16.5 points below standard</p> <p>17 Students</p>	<p>1 Student</p>	<p>22.8 points above standard</p> <p>80 Students</p>

**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

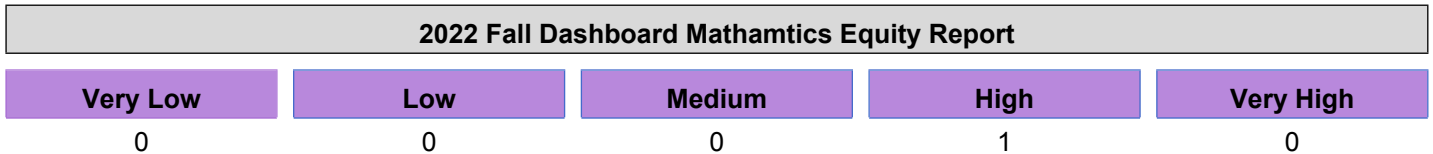
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

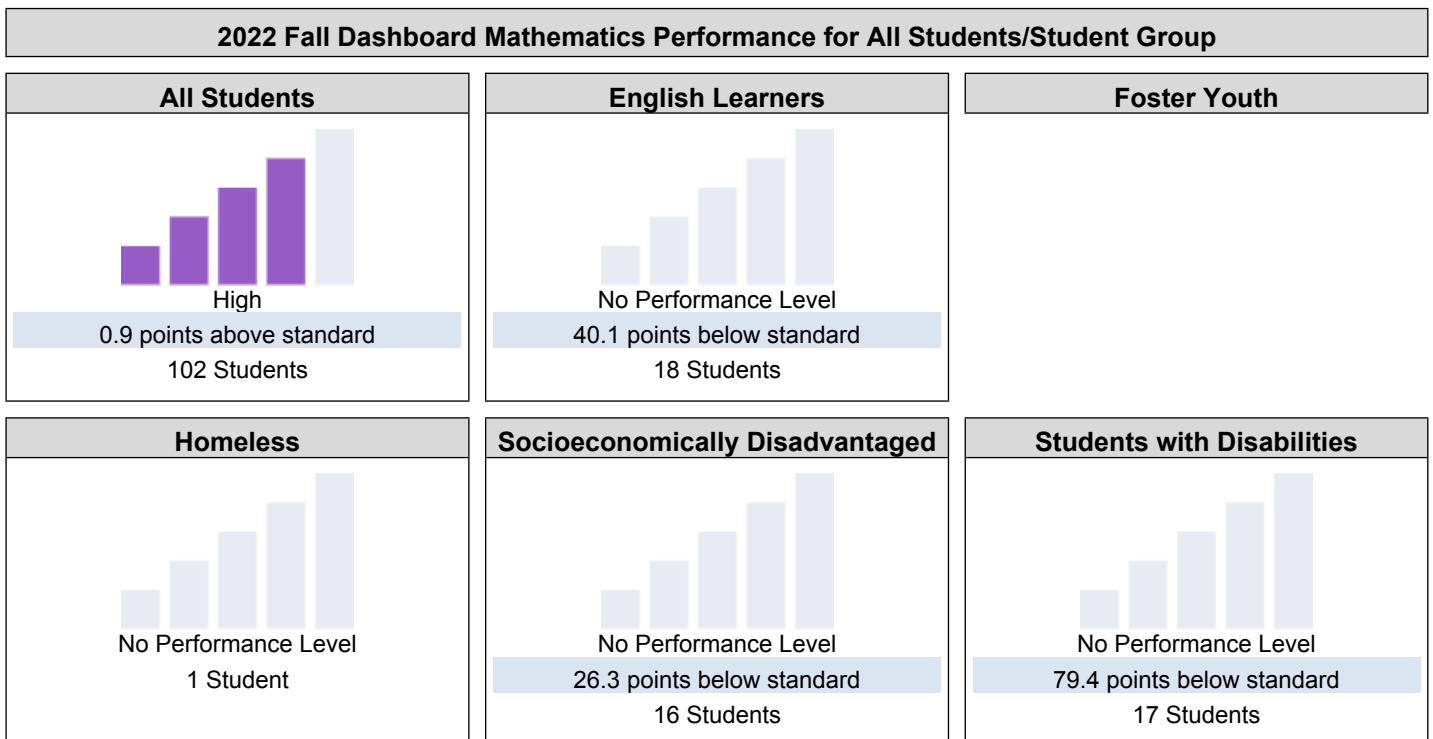
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



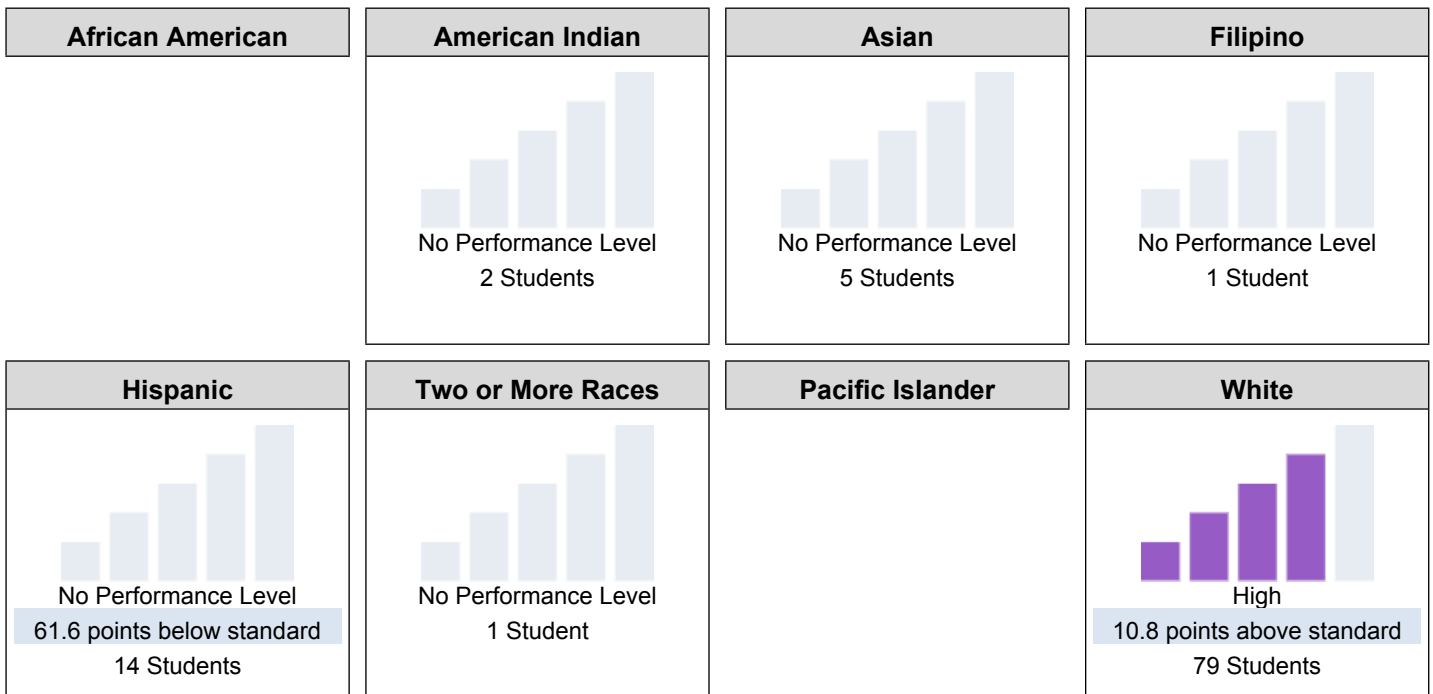
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>37.4 points below standard 17 Students</p>	<p>1 Student</p>	<p>6.9 points above standard 80 Students</p>

### 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.

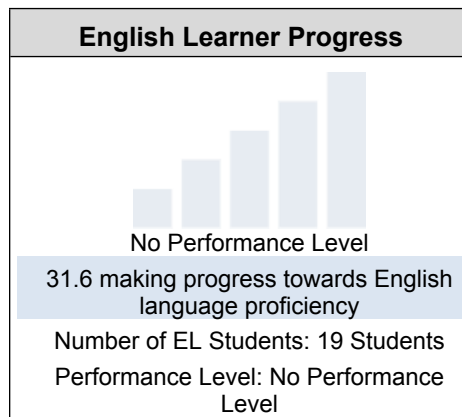
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.8%	31.6%	21.1%	10.5%

#### 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

- 1.

# School and Student Performance Data

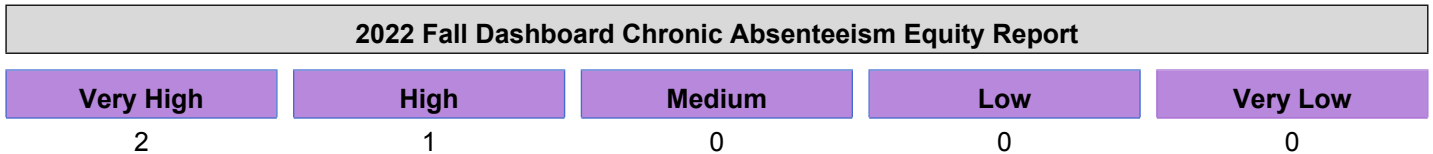
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

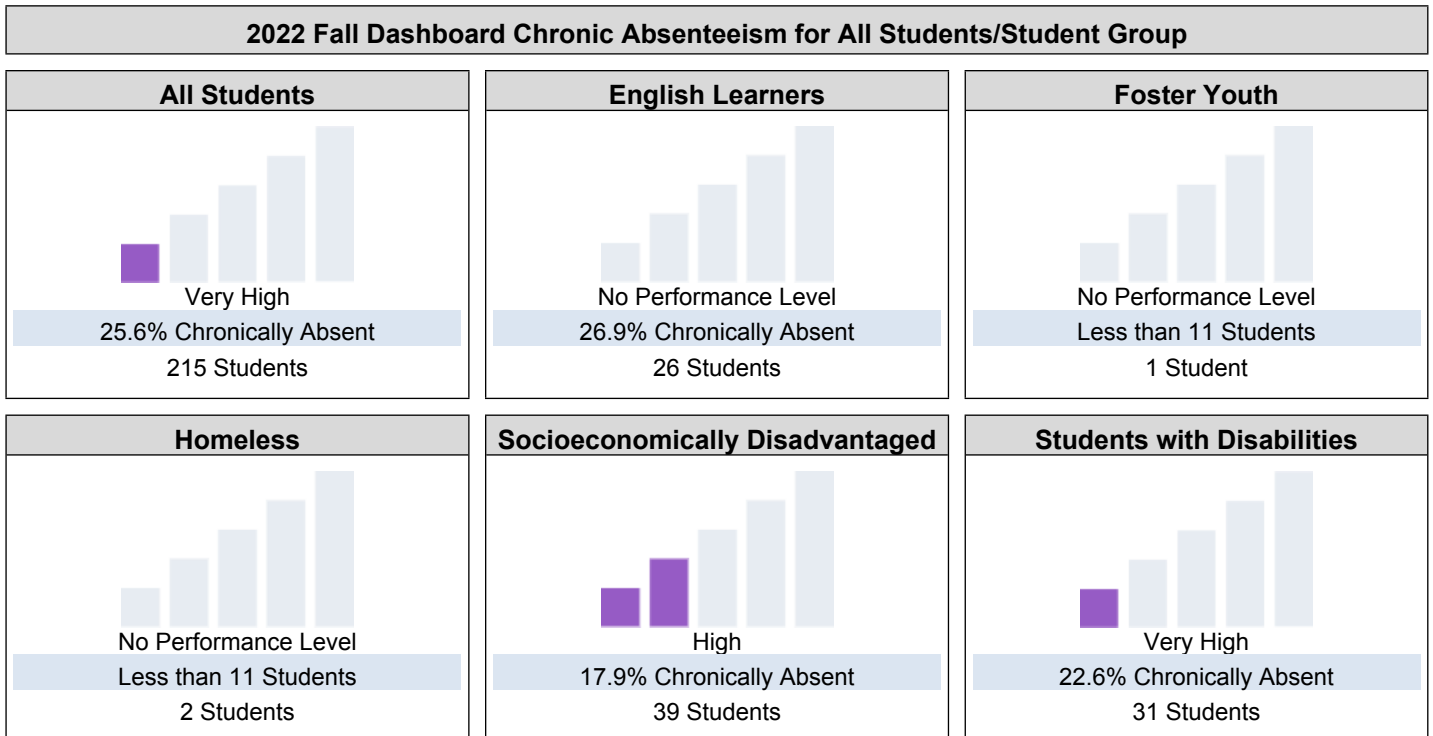
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



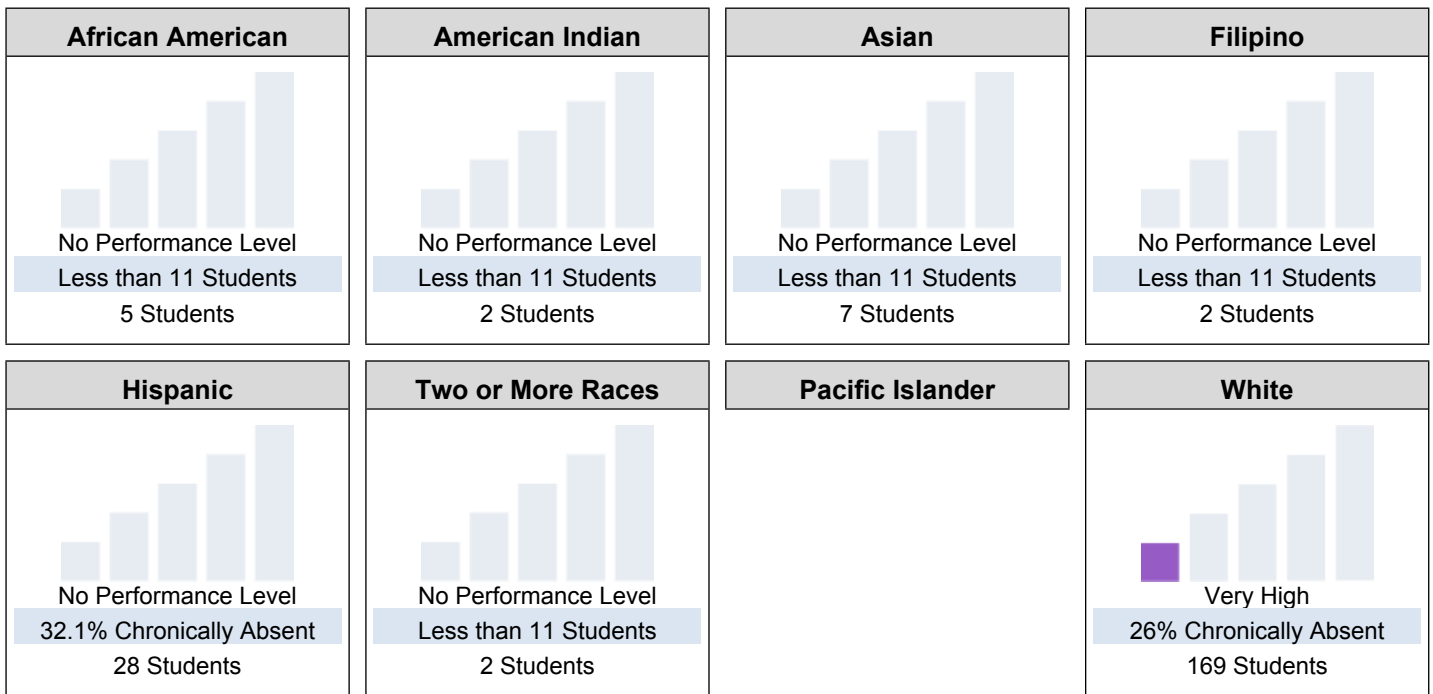
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



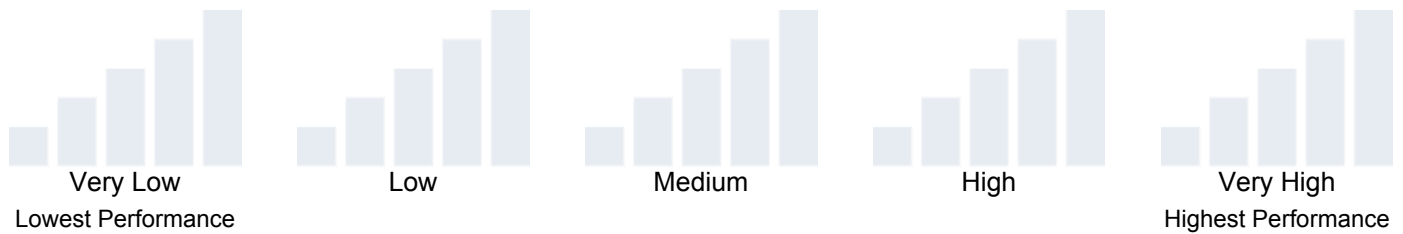
**Conclusions based on this data:**

1. Chronic absenteeism is a problem at MES. Our families in general enjoy great wealth and travel more frequently.
2. Continue sending our truancy and chronic absenteeism letters. The letters are almost never suppressed except when an extreme hardship requires good prudence.
3. Call families and hold conferences, especially hispanic families. Our intern is making calls monthly. However MES still has about 1 in 10 students absent daily. Their academic growth is greatly hindered.

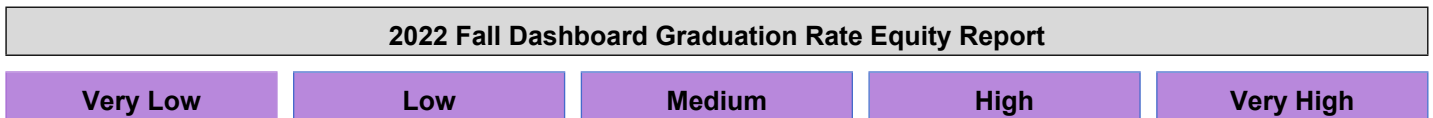
# School and Student Performance Data

## Academic Engagement Graduation Rate

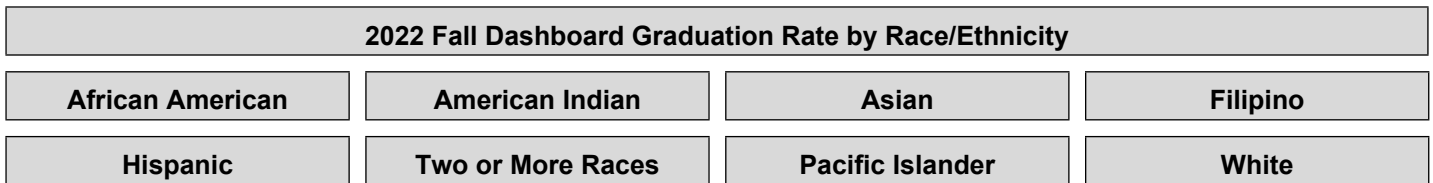
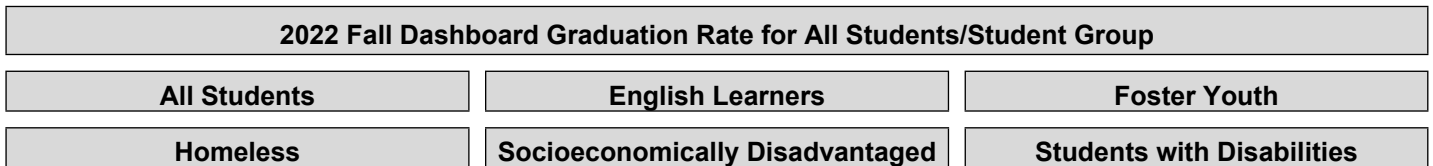
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

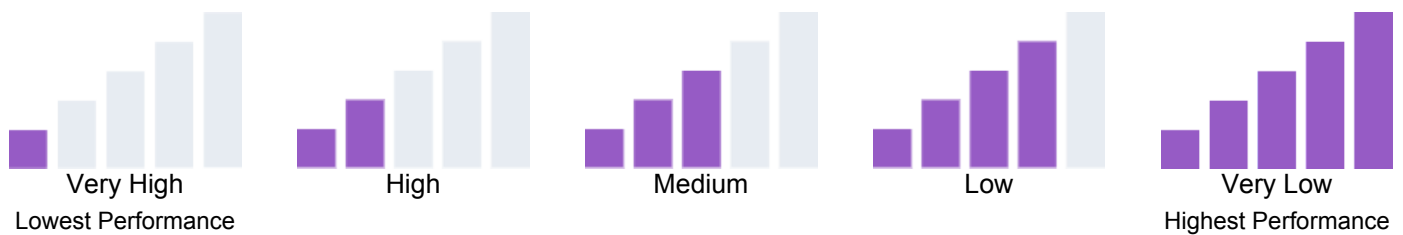
- 1.

# School and Student Performance Data

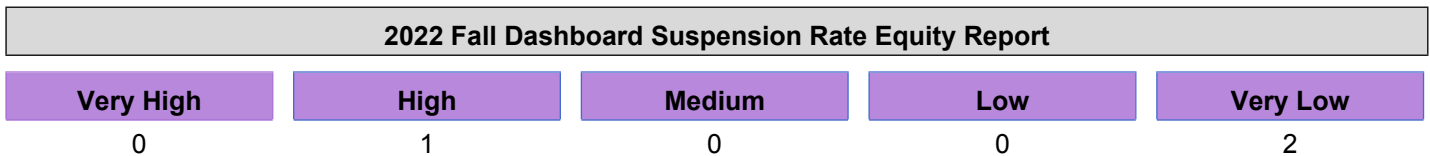
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

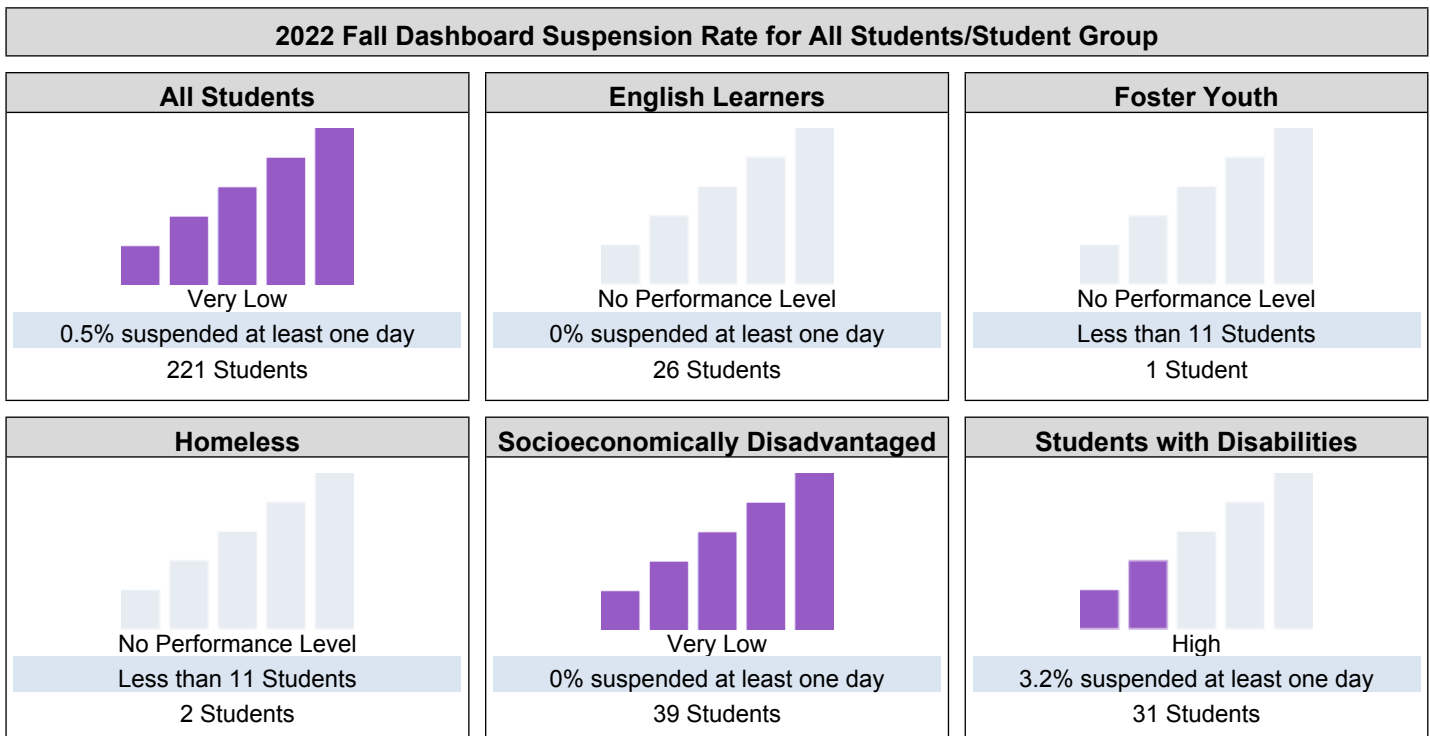
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

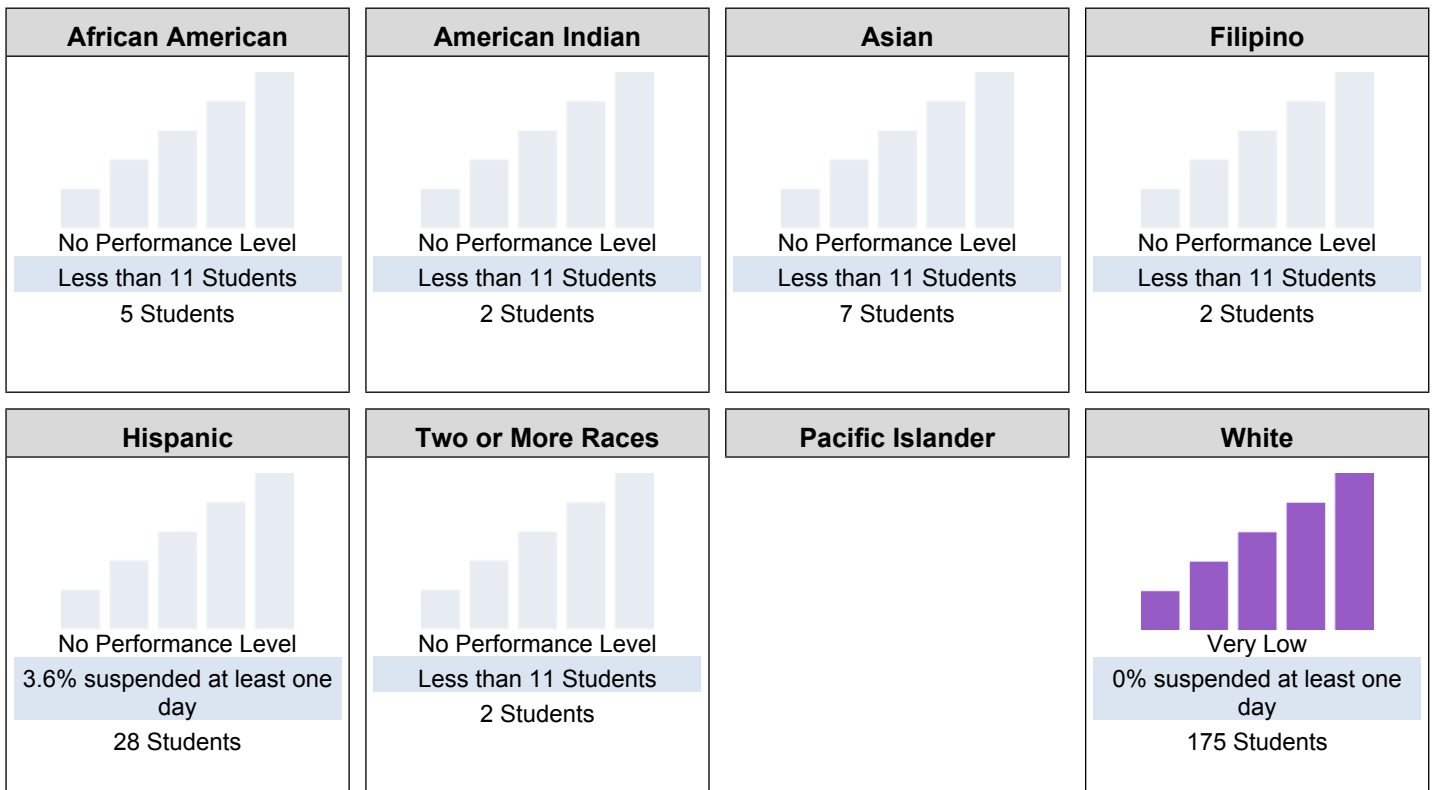


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**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.
3. Our school rules are well understood.

# 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 will excel in writing, math, and reading. The strategies below are best practices. The measurable outcomes will gauge success.

## Identified Need

Our analysis of the Star MES Late Winter 2023 Data and our 2023 Writing Portfolios Rubric Data reveal patterns and goals:

1. Math: 21% of MES students scored below the 40%. (See Consolidated Proficiency Report). (Lowest Domain Strand: Measurement & Data: Only 6% were at or above standard.)
2. Reading: 30% of MES students scored below the 40%. (See Consolidated Proficiency Report). 66% (40 out of 60) Kindergarten - 1st graders have not yet scored a 852+ on Star Early Literacy.
3. EL Math: 64% of MES EL students scored below the 40%. (EL students are three times more likely to score below the 40% than their MES peers. Math is their relative need.)
4. EL Reading: 50% of MES EL students scored below the 40%.
5. Writing: (TBD after the results are tallied in late June.)

Creating a welcoming, safe, positive, and inclusive school climate remains paramount. We must use our top identified instructional strategies to help more students achieve above the 40%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. By January 2024 MES students will increase from 79% to 82% "at or above the 40%" as measured by annual January Star Math assessment.	79% Jan 2023	82% Jan 2024
2. By January 2024 MES 2nd - 5th students will increase from 70% to 75% "at or above the 40%" as measured by annual January Star Reading assessment.	70% Jan 2023	75% Jan 2024
3. By January 2024 MES K-1st students will increase from 33% to 40% "at or above the	33% Jan 2023	40% Jan 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
852+SS" as measured by annual January Star Early Literacy assessment.		
4. By January 2024 MES EL & Monitored RFEP Students will increase from 32% to 40% completing 20+ DreamBox lessons in the month of January as measured by the January DreamBox Dashboard.	32% Jan 23	40% Jan 2024

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: Teachers will continue to develop a set of top MES instructional strategies through the Lesson Studies and Learning Rounds process with Innovative Ed. One will be held in the fall of 2023 and other in February 2024. The list of top strategies will be universally used at MES. Teachers will become expert in these strategies. These strategies will become signature practices at our 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)
1,500	District Funded 1000-1999: Certificated Personnel Salaries Substitute coverage for PD - 2 days for Learning Rounds (11 K-5 teachers)
1200	District Funded 1000-1999: Certificated Personnel Salaries Extra hourly for collaborative planning time for deeper study (2.0 hours at established hourly rate (\$60.49) 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 read and discuss "Cooperative Learning" articles and "Assisting Students Struggling in Mathematics - Mathematical Language" articles from The Website is What Works Clearinghouse. These readings may help us improve our common understanding and implementation of these highly effective strategies.

Here is the tab for the Practice Guides

<https://ies.ed.gov/ncee/wwc/Search/Products?productType=1>

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

500

**Source(s)**

District LCAP Funds  
4000-4999: Books And Supplies  
Professional Reading (11 K-5 teachers)  
"Cooperative Learning". at \$50 each.

**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 will continue to incentivize the "DreamBox 20 Lessons A Month" program. However for 23-24 each teacher will have their own drawing jar. We will now recognize individuals with a drawing to go to the Treasure Box rather than a monthly class trophy. At Friday morning assessmblies we will pull three names from each jar monthly. We must exceed 32% EL completeing 20 DreamBox lessons in January 2024.

**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)
400	Parent-Teacher Association (PTA) 0000: Unrestricted Prizes for students who reach the goal of over 20 lessons in January.
0.00	
0.00	

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

EL & Tier 2 Students

#### Strategy/Activity

EL & Monitored RFEP students will be supported to make progress with DreamBox and Lexia with a before-school power-hour each Monday and Wednesday. (45 minutes + 15 minutes of clean up time.) Mr. Hertz will run it until teachers can be hired via district or PTA funds.

#### 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)
4,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra pay for teachers to help Principal Hertz do this in the computer lab on Mondays and Wednesdays. \$60 an hour.
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 students but especially Tier 2 and Tier 3 students.

#### Strategy/Activity

Hire an IA for every teacher, especially combination teachers and larger classrooms. One IA will work with the LLI and learn SIPPS. The hired LLI IA will provide small group interventions to students who do not qualify for District LLI services. The IA will help the LLI support students in the 11% to 39% (as measured by Star) starting with 1st, then 2nd, and lastly 3rd grade. Early intervention is key. Link to spreadsheet:

[https://docs.google.com/spreadsheets/d/1eAg3SRgqI9\\_GfE5bVhP6GQicthXCOKkG/edit#gid=1715783926](https://docs.google.com/spreadsheets/d/1eAg3SRgqI9_GfE5bVhP6GQicthXCOKkG/edit#gid=1715783926)

### **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)

232,886

Source(s)

Parent-Teacher Association (PTA)  
2000-2999: Classified Personnel Salaries

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Pilot Accelerated Reader in Joelin's 3rd grade Class. Joelin to share out. All teachers will receive training. We cannot set the date until approved by Ed Services. AR will improve Guided Independent Reading.

### **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)

300.00

Source(s)

District LCAP Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
AR 60-minute training to accompany free 2-  
month AP pilot

### **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 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)

15000	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software for Learning
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**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Further develop a homework plan that includes Lexia and Dreambox and tech support. Parents should not over help on our adaptive programs. (Complete at Faculty Meeting.)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 9**

**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	
------	--

0.00	
------	--

**Strategy/Activity 10**

**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	
0.00	
0.00	
0.00	

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

In regards to the 2022-2023 MES SPSA goal 1, We did not make our goals (learning targets) because the assessment was changed from aMath to Star Math. Better said, it is unclear if we made our goals. However we are able to describe our implementation of our strategies/activities.

1. We continued to develop a writing portfolio system with top samples with WFBB rubrics attached. These portfolios will help the new teacher understand their new students better.
2. We continued to promote and facilitate teachers signing up for CGI EL Professional Development. However every teacher reminded me that they attended the past two years.
3. Our two teachers who needed advanced RC training attended free evening classes. We did not need to spend PD funds.
4. We continued to Integrate MS across the curriculum. Teachers audit every class. One teacher developed a Kelp Unit using the PBL model.
5. We continued to incentivize DreamBox 20 Lessons A Month program. We help monthly spirit rallies. We did NOT make our goal of EL students using DreamBox more than EOs.
6. EL students were strongly encouraged to use DreamBox through various avenues: ELAC, Newsletter, Translated Newsletter, Promoting the Family DashBoard.



7. We did not find and plan for Marine Science Assemblies. (We hired a new Marine Science Teacher and it was too much for her.)
8. We did not bring back the Ocean Guardian Program. (We hired a new Marine Science Teacher and it was too much for her.)
9. We purchased and use Reflex & Lexia & Mystery Science via PTA to help younger students master their facts.
10. We posted the SMMUSD homework policy in our Parent Handbook.
11. We did not conduct a Parent Lexia and DreamBox Training at Beginning of Year. However we did create Family Engagement DreamBox Dashboard Directions and published them in many newsletters and the Parent Handbook.

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 major difference between intended strategies and what was actually done or not done are that many MES teachers chose to work with the Webster Botswana Project rather than the MES Marine Environmentalism theme. We did have all the Marine Science Assemblies because we had no one to help us organize them. We also had a new halftime Marine Science teacher and it seemed the expectations were too high. Finally we did not hold parent trainings because the directions are so easy to follow and parents rarely attend events at our school that do not include performances.

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.

Please see the 2023-2024 SPSA above for all the details however here are a few highlights: We are now using Star to assess our students and we now have baseline scores from January of 2023. Star is an accurate predictor of CAASPP. We are going to continue conducting Lesson Studies to help us institutionalize our common instructional strategies that really get results. Our professional reading will help us develop our common understanding and skill with Cooperative Learning and Math Language. We are switching our motivational model with DreamBox from group rewards to individual rewards. We are going to hire more IAs to help with small group instruction. We will be offer before-school interventions. And, we are piloting AR next year with the goal of better facilitating Guided Independent Reading. Again, please look above for all the planned activities for 2023-2024.

# 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 will 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 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

64% of MES ELs are below the 40% (norm) as measured by the January Star Math assessment. We want to help more EL and Monitored RFEP students reach above the 40%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By January 2024 the percent of EL students meeting District Standard will increase from 36% to 42% as measured by Star Math.	36% of EL students met standard Jan 2023	42% will meet standard Jan 2024
By January 2024 the percent of EL students completing 20 DreamBox Lessons a month will increase from 32% to 40%.	32% of EL students met the target Jan 2023	40% of EL students will meet the target Jan 2024
By May 2023 the percent of EL students meeting State Standard will increase from 23.52% to 31% as measured by CAASPP Math Summative.	23.52% of EL students met standard (May 2022)	31% will meet standard (May 2023)

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)

EL

### Strategy/Activity

MES teachers will front load math vocabulary prior to first instruction.

**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

Teachers will monitor EL Lexia engagement each week of January 2024 with a focus on ELs reaching their minutes goals. (60 minutes is the cap.) Teachers will encourage EL students to meet or exceed their goal. We will purchase Lexia at about \$10,500.

**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)

10500

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

EL & Tier 2 students will complete a minimum 5 DreamBox Lessons week during or before school. EL students will be supported to make progress with DreamBox and Lexia with a before-school power-hour each Monday and Wednesday. (45 minutes + 15 minutes of clean up time.) Mr. Hertz will run it until teachers can be hired via district or PTA funds. (See Goal 1 for costs.)

**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 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)

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	

**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

Teachers will give the EL students extra time (50% more time) on Star Math by selecting this accommodation in the software.

**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)

MES EL Students

Strategy/Activity

PD: MES Teachers will receive Lexia Training with a contract with the vendor. (Price estimate is below). We cannot set the date until approved by Ed Services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2,000

District LCAP Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Teachers attend 1/2 day training.

750

District LCAP Funds  
2000-2999: Classified Personnel Salaries  
5 Subs

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)

Source(s)

0

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

In regards to the 2022-2023 MES SPSA goal 2, we did not make our goals (learning targets) because the assessment was changed from aMath to Star Math. Better said, it is unclear if we made our goals. We also did not make our Goal of getting more EL students to complete 20 DreamBox lessons a month. However we are able to describe our implementation of our strategies/activities:

1. We conducted both or ELD Strategies and our DreamBox trainings with teachers.
2. We did purchase and use DreamBox, Lexia, & Reflex.
3. We did maintain these Student Activities: Monthly celebrations of DreamBox usage to motivate EL students. We did NOT maintain before school EL support program.
4. We did promote parent usage of the DreamBox Dashboard, offered training for EL parents, & encouraged teachers to encourage EL parents to attend an additional winter conference.
5. We did use the Star Math test, and we did give the EL students extra time (50% more) within the program.

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 major difference between intended strategies and what was actually done or not done is that we were unable to recruit a teacher(s) to run the before school intervention program.

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.

Please see the 2023-2024 SPSA above for all the details however here are a few highlights: The principal will be personally running the before school intervention program. MES teachers will front load math vocabulary prior to first instruction. Teachers will monitor EL Lexia engagement. MES Teachers will receive Lexia Training with a contract with the vendor.

# 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 will feel welcomed, safe, included, and successful at their school. Students need to love being at school. School should be joyful.

## Identified Need

We have three teachers who have not yet been fully trained in Responsive Classroom. We have students who are below the 40% in Star Reading and Star Math. We want these students to experience greater success at MES.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By May of 2024 the percent of students experiences bullying will decrease as measured by the May Olweus - Bully Mitigation Survey.	TBD June 0f 2023	0% of students will feel bullied at school as measured by the spring survey
By May of 2024 the percent of staff who believe we are not doing enough to support under-performing students will decrease from 45% to 0% as measured by the Hanover Teacher and Parent Survey.	45% of staff believe we are not doing enough to support under-performing students.	0% should feel we are not doing enough.

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

Hire an LLI IA to provide small group interventions to students who do not qualify for District LLI services. The IA will help the LLI support students in the 11% to 39% (as measured by Star) starting with 1st, then 2nd, and lastly 3rd grade. Early intervention is key.



**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	Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries
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: Set up RC training for the three under-trained teachers and hire subs so they can attend.

**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

Strategy/Activity

Schedule vendors to provide motivational assemblies. Students enjoy fun educational assemblies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Volunteer to do advance planning with preselected dates to work with. Perhaps the 1st Friday of each month.
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

Strategy/Activity

All students will participate in at least one field trip per 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	
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

Maintain the Caught Doing Good program / Sammy Slips.

**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

Parent-Teacher Association (PTA)  
0000: Unrestricted  
Treasure Box goodies

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Continue our practice of daily Morning Meetings five days a week in all classrooms the first 15 minutes of each school day.

**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 7**

**Students to be Served by this Strategy/Activity**

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

All

## Strategy/Activity

Maintain Zoe's Lunchtime Theater (Minimum of four shows)

### 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)

2400

Source(s)

Parent-Teacher Association (PTA)  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

In regards to the 2022-2023 MES SPSA goal 3, we were unable to give the SAEBRS survey because SMMUSD canceled its SAEBRS subscription with Illuminate. In regards to CHKS - California Healthy Kids Survey, only 5 families opted to allow their child to take the survey so we did not give it. In regards to the Olweus survey, we gave the survey on May 31st, 2023 and we still do not have the results as of June 2, 2023. In regards to the Hanover 2022-2023 survey data about whether teachers feel they have received enough PD, we still have not received the data as on June 2, 2023. The results are therefore unknown at this time.

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 major difference between intended strategies and what was actually done or not done are that many MES teachers chose to work with the Webster Botswana Project rather than the MES Marine Environmentalism theme. While we did encourage survey participation through strong messaging as we need data to inform our work choices, sadly we were unsuccessful. MES parents do not seem to take surveys or allow their children to take surveys if it requires consent. I have not seen this in parts of California.

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.

Please see the 2023-2024 SPSA above for all the details however here are a few highlights: Hire an LLI IA to provide small group interventions to students who do not qualify for District LLI services. Schedule vendors to provide motivational assemblies. Students enjoy fun educational assemblies. Maintain Zoe's Lunchtime Theater (Minimum of four shows)



# 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	\$279,436.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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	\$2,700.00
District LCAP Funds	\$9,550.00
Parent-Teacher Association (PTA)	\$263,186.00
Site Formula Funds	\$4,000.00

Subtotal of state or local funds included for this school: \$279,436.00

Total of federal, state, and/or local funds for this school: \$279,436.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Chris Hertz	Principal
Yvette Kleiser	Classroom Teacher
Angela Whitman	Classroom Teacher
Sharon Thompson	Classroom Teacher
Diane Sullivan	Other School Staff
Heather Alfano	Parent or Community Member
Melanie Hesecker	Parent or Community Member
Jennifer Owhadi	Parent or Community Member
Erin Garnero	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**



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 March 23, 2023.

Attested:



Principal, Chris Hertz on 3-23-23



SSC Chairperson, Heather Alfano on 3-23-23



# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

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

Authority Cited: 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](mailto: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 (Educational Partner 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 (Educational Partner 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/>

Developed by the California Department of Education, January 2019