



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 7, 2024	June 5, 2024

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The annual Hanover Climate Survey will be used. It asks about perceptions of the school. As of February 28, 2024 the winter survey results are not yet available.

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 & SIP.

Learning Rounds: During the 2023-2024 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. During the 2024 - 2025 school year, our teachers will do more "lesson studies". Lesson Studies will begin in the fall and then again in February of 2025. 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 "lesson studies" 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 "lesson studies" 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 shift from our 23-24 math focus to a reading focus.

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 2024-2025 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 2024 Star Reading / Star Early Literacy and Star Math data and Dreambox Usage tells us we must:

1. Help all our students master Early Literacy Skills
2. Help our students develop their reading fluency and comprehension skills
3. Stay focused on top ELA 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 "DIWA" to score student writing samples. We also look at Reflex data, F&P, adopted text books assessments and running records to monitor student success/needs, and modify accordingly. Twice a year, MES teachers examine all data to select top standards to focus on through our "Data Teams" process.

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 2024-2025 MES teachers will work on building expertise with our identified top ELA instructional strategies, small group instruction, scoring writing samples with calibration, mastering the early literacy and fluency and comprehension instructional skills, 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 ELD, 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 2024-2025 school year we will have an IA for every TK-5 teacher to support small group instruction and differentiation. 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.

AR

Systematic phonics instruction

Lexia

DreamBox

Reflex

Encouraging Partner Turn and Talk

Use a variety of grouping strategies

Posting Anchor Charts

Frequent checks for understanding

Think time

Integrate technology

Use of non-verbal communication

Encourage use manipulatives, models, anchor charts, and available resources

Encourage student voice and choice

Provide meaningful and engaging activities such as Number Talks and CGI

Use Responsive Classroom (RC) instructional practices including:

Interactive modeling

Teacher Language

Academic Choice

Weekly check DreamBox Dashboard.

Weekly check Lexia minutes.

Provide Integrated & Designated support for English Language Learners (ELL) (continue front loading math vocabulary, prompts, starters, frames & models)

For struggling mathematicians:

1. Systematic Instruction
2. Mathematical Language
3. Representation
4. Number Lines
5. Word Problems
6. Timed Activities

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 2024-2025 school year, SSC parents will be doing Learning Rounds with the SSC teachers and principal to see success indicators. This begins in February of 2025. 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 faculty, and the elected SSC were consulted. Annually, each January through March consultation begins with SLT, then the entire faculty and finally the SSC. Monthly consultation also begins with SLT, then the entire faculty, 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 SSCs in one month. Our ELAC conducting their Needs Assessment in January 2023, however MES did not have an ELAC during the 23-24 school year as we had under 20 EL students. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.97%	1.01%	0.52%	2	2	1
African American	2.42%	2.51%	3.66%	5	5	7
Asian	3.38%	2.01%	1.05%	7	4	2
Filipino	0.97%	2.51%	2.09%	2	5	4
Hispanic/Latino	12.56%	10.05%	9.42%	26	20	18
Pacific Islander	%	0%	0.52%		0	1
White	78.74%	80.4%	80.10%	163	160	153
Multiple/No Response	0.48%	0.5%	%	1	1	
Total Enrollment				207	199	191

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	28	28	23
Grade 1	28	29	33
Grade 2	40	30	29
Grade3	24	41	35
Grade 4	43	31	42
Grade 5	44	40	29
Total Enrollment	207	199	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	24	22	18	10.40%	11.6%	9.4%
Fluent English Proficient (FEP)	11	11	11	7.70%	5.3%	5.8%
Reclassified Fluent English Proficient (RFEP)				13.0%		

Conclusions based on this data:

1. As we pass the half-way mark of the 23-24 school year, we are pleased that MES EL/RFEP students' performance on Star Math increased: 60% of EL/RFEP students achieved above 40%. We surpassed last year's percentage (36%) and reached our goal of 42%.
2. As we pass the half-way mark of the 23-24 school year, we know that based on 2023 CAASPP and 2024 Star MES will now focus on ELA rather than math. We will continue to implement ELD best practices and get students excited about the ELPAC. Teachers will explore and practice the skills identified in the ELA/ELD Framework book.
3. As we pass the half-way mark of the 23-24 school year, MES will support our ELs and focus on reclassification. See Goal 2 for all the details on how we will do this.

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	42	0	27	40	0	27	40	0.0	100.0	95.2
Grade 4	42	37	30	0	37	29	0	37	29	0.0	100.0	96.7
Grade 5	36	45	39	0	43	35	0	43	35	0.0	95.6	89.7
All Grades	113	109	111	0	107	104	0	107	104	0.0	98.2	93.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.	2484.		29.63	52.50		25.93	25.00		25.93	12.50		18.52	10.00
Grade 4		2482.	2475.		32.43	13.79		27.03	48.28		27.03	20.69		13.51	17.24
Grade 5		2533.	2534.		23.26	31.43		51.16	31.43		9.30	25.71		16.28	11.43
All Grades	N/A	N/A	N/A		28.04	34.62		36.45	33.65		19.63	19.23		15.89	12.50

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		*	42.50		*	47.50		*	10.00
Grade 4		16.22	*		67.57	*		16.22	*
Grade 5		27.91	28.57		62.79	60.00		9.30	11.43
All Grades		20.56	32.69		66.36	58.65		13.08	8.65

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		*	27.50		*	67.50		*	5.00
Grade 4		21.62	*		59.46	*		18.92	*
Grade 5		16.28	14.29		67.44	77.14		16.28	8.57
All Grades		18.69	15.38		64.49	75.96		16.82	8.65

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		*	22.50		*	75.00		*	2.50
Grade 4		16.22	*		67.57	*		16.22	*
Grade 5		16.28	34.29		79.07	62.86		4.65	2.86
All Grades		12.15	22.12		76.64	73.08		11.21	4.81

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		*	32.50		*	55.00		*	12.50
Grade 4		21.62	*		67.57	*		10.81	*
Grade 5		13.95	28.57		76.74	54.29		9.30	17.14
All Grades		16.82	23.08		72.90	62.50		10.28	14.42

Conclusions based on this data:

1. As we pass the half-way mark of the 23-24 school year, we are pleased that California Dashboard has been published: <https://www.caschooldashboard.org/reports/19649806022602/2023> (CAASPP). We increased 13.7 Points! This data shows that ELA and not Math will be our focus for 25-26, because our students perform better in CAASPP Math and CAASPP Reading.
2. As we pass the half-way mark of the 23-24 school year, we are pleased that we surpassed our Star Reading goal: 74.1% of 2nd-5th students achieved above 40%. We surpassed last year's percentage (70%) but did not reach our goal of 75%. This data shows that ELA and not Math will be our focus for 25-26, because our students perform better in Star Math compared to Star Read.
3. As we pass the half-way mark of the 23-24 school year, we are pleased that 33% of k-1st students already scored 852+ on Star Early Literacy by February 2023. We matched last year's percentage but did not reach our goal of 40%.

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	42	0	27	41	0	27	41	0.0	100.0	97.6
Grade 4	42	37	30	0	37	29	0	37	29	0.0	100.0	96.7
Grade 5	36	45	39	0	43	35	0	43	35	0.0	95.6	89.7
All Grades	113	109	111	0	107	105	0	107	105	0.0	98.2	94.6

* 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.	2494.		22.22	41.46		48.15	41.46		22.22	12.20		7.41	4.88
Grade 4		2476.	2479.		21.62	13.79		18.92	34.48		45.95	41.38		13.51	10.34
Grade 5		2515.	2530.		20.93	31.43		23.26	17.14		32.56	37.14		23.26	14.29
All Grades	N/A	N/A	N/A		21.50	30.48		28.04	31.43		34.58	28.57		15.89	9.52

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		*	56.10		*	39.02		*	4.88
Grade 4		27.03	*		56.76	*		16.22	*
Grade 5		25.58	25.71		51.16	57.14		23.26	17.14
All Grades		28.04	32.38		56.07	54.29		15.89	13.33

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		*	48.78		*	43.90		*	7.32
Grade 4		21.62	*		64.86	*		13.51	*
Grade 5		16.28	22.86		72.09	54.29		11.63	22.86
All Grades		23.36	32.38		64.49	55.24		12.15	12.38

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		*	36.59		*	53.66		*	9.76
Grade 4		18.92	*		56.76	*		24.32	*
Grade 5		20.93	25.71		60.47	65.71		18.60	8.57
All Grades		20.56	28.57		63.55	60.00		15.89	11.43

Conclusions based on this data:

1. As we pass the half-way mark in the 23-24 school year, we are pleased that the State released the CAASPP scores: <https://www.caschooldashboard.org/reports/19649806022602/2023> (CAASPP). These results show that we increased 17.2 Points. Math is no longer our low area.
2. As we pass the half-way mark in the 23-24 school year, we are pleased that our Star Math scores increased: 79.4% of 2nd-5th students achieved above 40% . We surpassed last year's percentage (79%) but did not reach our goal of 82%. Math is no longer our low area.
3. As we pass the half-way mark in the 23-24 school year, we are pleased that EL/RFEP Star Math scores went up: 60% of EL/RFEP students achieved above 40%. We surpassed last year's percentage (36%) and did reach our goal of 42%.

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	*	*	*	*	*	*	*	*	*	*	*	4
1		*	*		*	*		*	*		4	*
2	*	*	*	*	*	*	*	*	*	6	*	5
3	*	*	*	*	*	*	*	*	*	4	4	*
4	*	*	*	*	*	*	*	*	*	8	6	*
5	*	*	*	*	*	*	*	*	*	*	7	4
All Grades										20	25	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.37	24.00	27.27	31.58	48.00	36.36	15.79	20.00	18.18	5.26	8.00	18.18	19	25	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.42	48.00	54.55	10.53	36.00	22.73	15.79	8.00	13.64	5.26	8.00	9.09	19	25	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.26	8.00	4.55	52.63	40.00	22.73	36.84	28.00	40.91	5.26	24.00	31.82	19	25	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.16	28.00	40.91	31.58	64.00	50.00	5.26	8.00	9.09	19	25	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	73.68	56.00	63.64	15.79	32.00	27.27	10.53	12.00	9.09	19	25	22

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.26	24.00	9.09	89.47	48.00	54.55	5.26	28.00	36.36	19	25	22

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	16.00	9.09	83.33	76.00	72.73	5.56	8.00	18.18	18	25	22

Conclusions based on this data:

1. 2023 ELPAC data is missing as of 01-5-24. Thus no conclusion can be drawn from this data above. (See below for an analysis of the CDE Dashboard)
2. However we are pleased that when reviewing the <https://www.caschooldashboard.org/reports/19649806022602/2023/academic-performance#english-learner-progress>, we can see that compared to 2022 our EL students increased 35.1% on the ELPAC. 66.7% increased at least one level compared to 10.5% in 2022.
3. We are pleased that one of our 19 EL was reclassified as of the halfway point in the 23-24 school as seen in Ellevation Software. Each winter MES teachers will speak with our EL students about the BIG ELPAC Test they are taking this February with Proctor Patricia Hill. They will help to lower our students' anxiety by having them work on ELPAC pretest activities during our 30-minute daily ELD Block.

School and Student Performance Data

Student Population

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
199	16.6	11.1	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	11.1
Foster Youth	1	0.5
Homeless	1	0.5
Socioeconomically Disadvantaged	33	16.6
Students with Disabilities	23	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.5
American Indian	2	1
Asian	4	2
Filipino	5	2.5
Hispanic	20	10.1
Two or More Races	1	0.5
White	160	80.4

Conclusions based on this data:

1. Our school is mostly white. The disadvantaged % is questionable given the cost of living in Malibu.
2. Equitable services are key for historically marginalized populations.

3. Our ELs mostly come from Europe, are generally wealthy and white.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Green</p></div>	<div>Chronic Absenteeism</div> <div><p>Red</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		

Conclusions based on this data:

1. ELA performance is a relative need for MES.
2. Chronic absenteeism during the 2022-2023 school year was a relative need for MES. However we have made strides as of the halfway mark of the 23-24 school year. Per A2A Chronic Absenteeism moved from 32.85% down to 21.05% as of 1/23/24. We believe that mesaging from the school to parents is having an impact.

3. Our students are well-behaved due to our Positive Discipline Plan. It all starts with having a welcoming, safe, and inclusive learning environment with much positive recognition.

School and Student Performance Data

Academic Performance English Language Arts

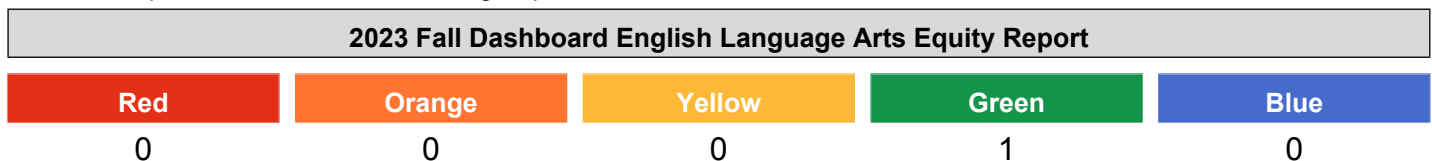
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>Green</p> <p>31.4 points above standard</p> <p>Increased +13.7 points</p> <p>103 Students</p>	English Learners <p>20.8 points below standard</p> <p>Decreased -4.2 points</p> <p>11 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless <p>Less than 11 Students</p> <p>1 Student</p>	Socioeconomically Disadvantaged <p>14.6 points above standard</p> <p>Increased +4.5 points</p> <p>15 Students</p>	Students with Disabilities <p>104 points below standard</p> <p>Decreased -10.8 points</p> <p>16 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
29.5 points below standard Increased Significantly +27.2 points 13 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 30.5 points above standard Maintained +2.8 points 83 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 8 Students	Less than 11 Students 3 Students	31.2 points above standard Increased +8.4 points 85 Students

Conclusions based on this data:

1. As we pass the half-way mark of the 23-24 school year, we are pleased that California Dashboard has been published: <https://www.caschooldashboard.org/reports/19649806022602/2023> (CAASPP). We increased 13.7 Points! This data shows that ELA and not Math will be our focus for 25-26, because our students perform better in CAASPP Math and CAASPP Reading.
2. As we pass the half-way mark of the 23-24 school year, we are pleased that we surpassed our Star Reading goal: 74.1% of 2nd-5th students achieved above 40%. We surpassed last year's percentage (70%) but did not reach our goal of 75%. This data shows that ELA and not Math will be our focus for 25-26, because our students perform better in Star Math compared to Star Read.
3. As we pass the half-way mark of the 23-24 school year, we are pleased that 33% of k-1st students already scored 852+ on Star Early Literacy by February 2023. We matched last year's percentage but did not reach our goal of 40%.

School and Student Performance Data

Academic Performance Mathematics

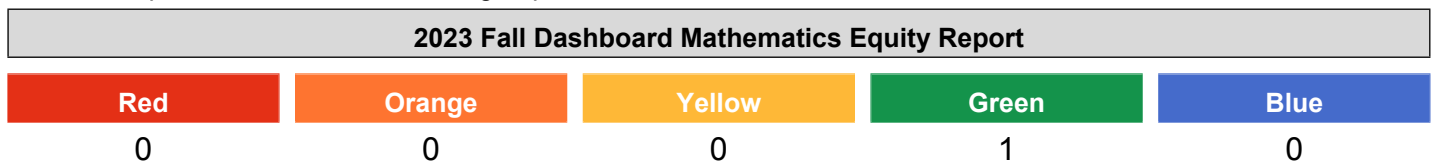
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Blue</p> <p>18.2 points above standard</p> <p>Increased Significantly +17.2 points</p> <p>104 Students</p>	English Learners <p>75.1 points below standard</p> <p>Decreased Significantly -35 points</p> <p>12 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless <p>Less than 11 Students</p> <p>1 Student</p>	Socioeconomically Disadvantaged <p>37.6 points below standard</p> <p>Decreased -11.4 points</p> <p>16 Students</p>	Students with Disabilities <p>130.1 points below standard</p> <p>Decreased Significantly -50.7 points</p> <p>16 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
87.6 points below standard Decreased Significantly -26 points 13 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 23.5 points above standard Increased +12.7 points 84 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 3 Students	24.9 points above standard Increased Significantly +17.9 points 85 Students

Conclusions based on this data:

1. As we pass the half-way mark in the 23-24 school year, we are pleased that the State released the CAASPP scores: <https://www.caschooldashboard.org/reports/19649806022602/2023> (CAASPP). These results show that we increased 17.2 Points. Math is no longer our low area.
2. As we pass the half-way mark in the 23-24 school year, we are pleased that our Star Math scores increased: 79.4% of 2nd-5th students achieved above 40% . We surpassed last year's percentage (79%) but did not reach our goal of 82%. Math is no longer our low area.
3. As we pass the half-way mark in the 23-24 school year, we are pleased that EL/RFEP Star Math scores went up: 60% of EL/RFEP students achieved above 40%. We surpassed last year's percentage (36%) and did reach our goal of 42%.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>66.7% making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 15 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	66.7% making progress towards English language proficiency	Number of EL Students: 15 Students	Performance Level: No Performance Level
	English Learner Progress				
	66.7% making progress towards English language proficiency				
	Number of EL Students: 15 Students				
Performance Level: No Performance Level					

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	4	0	10

Conclusions based on this data:

1. We are pleased that one of our 19 EL was reclassified as of the halfway point in the 23-24 school as seen in Ellevation Software. Each winter MES teachers will speak with our EL students about the BIG ELPAC Test they are taking this February with Proctor Patricia Hill. They will help to lower our students' anxiety by having them work on ELPAC pretest activities during our 30-minute daily ELD Block.
2. As we pass the half-way mark of the 23-24 school year, we are pleased that MES EL/RFEP students' performance on Star Math increased: 60% of EL/RFEP students achieved above 40%. We surpassed last year's percentage (36%) and reached our goal of 42%.
3. We are pleased that when reviewing the <https://www.caschooldashboard.org/reports/19649806022602/2023/academic-performance#english-learner-progress>, we can see that compared to 2022 our EL students increased 35.1% on the ELPAC. 66.7% increased at least one level compared to 10.5% in 2022.

School and Student Performance Data

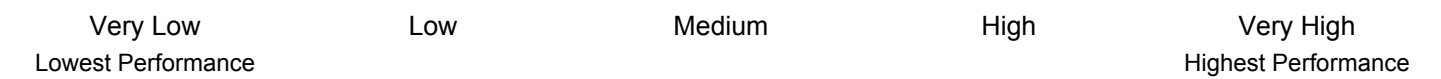
Academic Performance College/Career Report

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

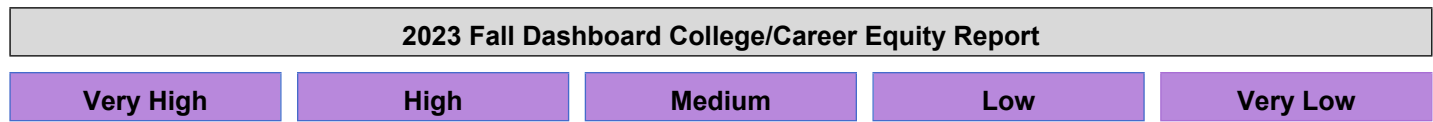
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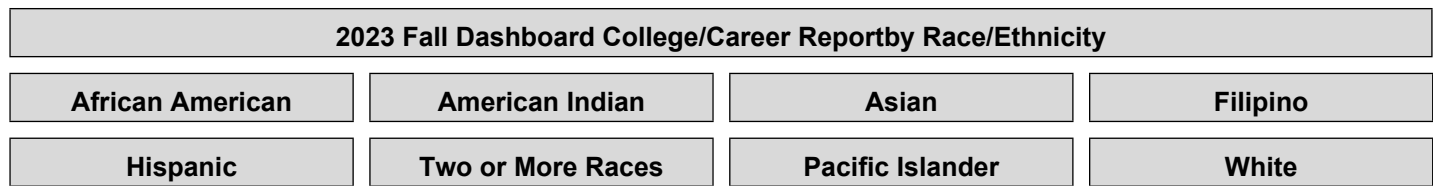
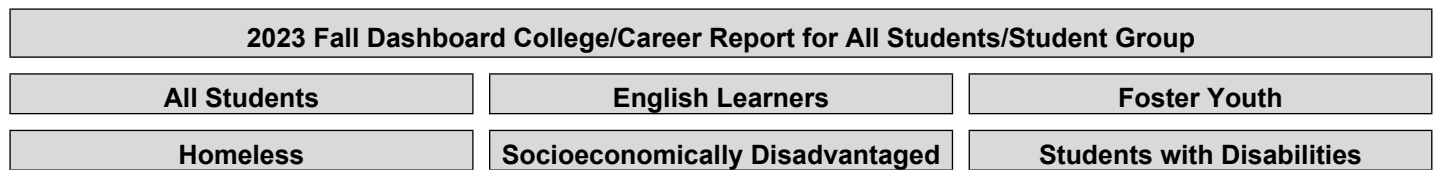
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

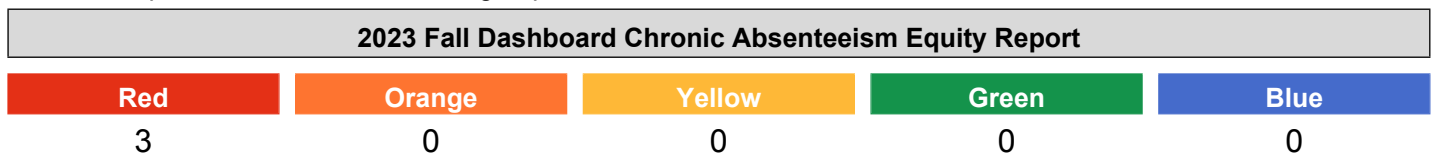
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Red</p> <p>26.7% Chronically Absent</p> <p>Increased 1.1</p> <p>206 Students</p>	English Learners <p>28% Chronically Absent</p> <p>Increased 1.1</p> <p>25 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless <p>Less than 11 Students</p> <p>1 Student</p>	Socioeconomically Disadvantaged  <p>Red</p> <p>34.2% Chronically Absent</p> <p>Increased 16.3</p> <p>38 Students</p>	Students with Disabilities  <p>Red</p> <p>30.3% Chronically Absent</p> <p>Increased 7.7</p> <p>33 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
23.8% Chronically Absent Declined -8.3 21 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Red 26.1% Chronically Absent Maintained 0 165 Students

Conclusions based on this data:

1. Chronic absenteeism is a problem at MES. Our families in general enjoy great wealth and travel more frequently. Chronic absenteeism during the 2022-2023 school year was a relative need for MES. However we have made strides as of the halfway mark of the 23-24 school year. Per A2A Chronic Absenteeism moved from 32.85% down to 21.05% as of 1/23/24. We believe that messaging from the school to parents is having an impact.
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 white families. Their academic growth is greatly hindered.

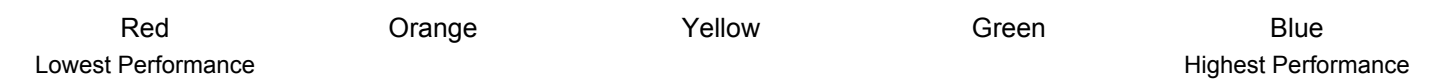
School and Student Performance Data

Academic Engagement Graduation Rate

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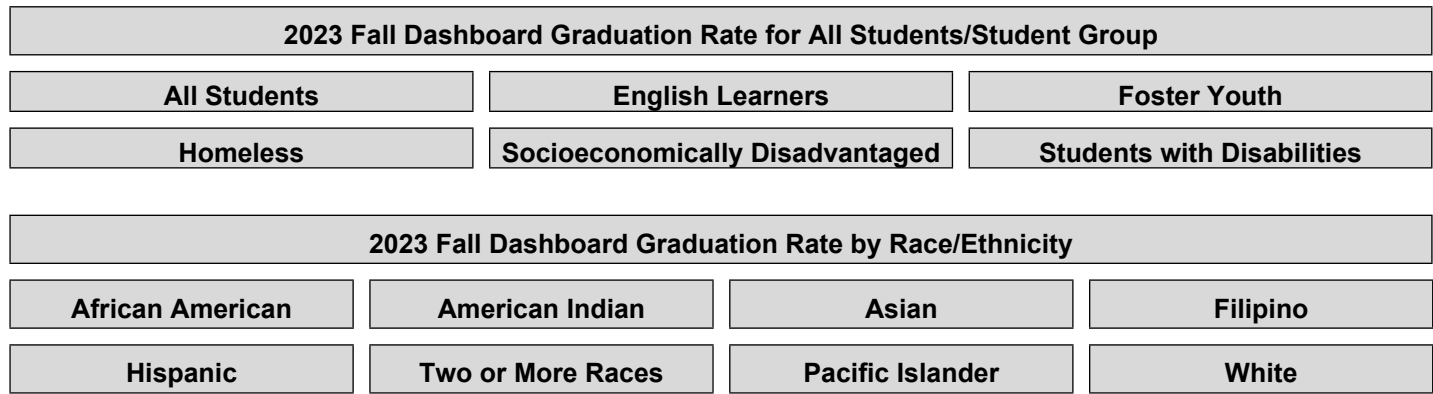
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This section provides number of student groups in each level.



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

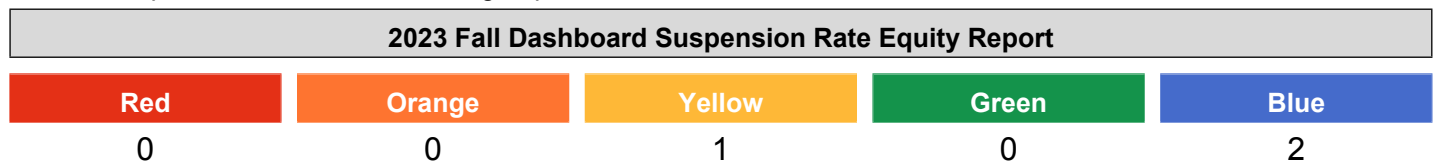
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0 207 Students</p>	English Learners <p>0% suspended at least one day</p> <p>Maintained 0 25 Students</p>	Foster Youth <p>Less than 11 Students 1 Student</p>
Homeless <p>Less than 11 Students 1 Student</p>	Socioeconomically Disadvantaged  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 38 Students</p>	Students with Disabilities  <p>Yellow</p> <p>3% suspended at least one day</p> <p>Maintained -0.2 33 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 2 Students	Asian Less than 11 Students 4 Students	Filipino Less than 11 Students 5 Students
Hispanic 4.8% suspended at least one day Increased 1.2 21 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0 166 Students

Conclusions based on this data:

1. Responsive classroom is an effective 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.

Goal Subject

Common Core State Standards applied with an emphasis on building the skills of Communication, Collaboration, Cooperation, Critical and Creative Thinking with an embedded PLC philosophy to inform daily instruction and meet the individual needs of all students

LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment

Goal 1

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

Identified Need

Our analysis of the Star MES Late Winter 2024 Data reveal patterns and goals:

1. As we pass the half-way mark of the 23-24 school year, we are pleased that 79.4% of 2nd-5th students scored above the 40% in the Winter Star Math Assessment. We surpassed last year's percentage (79%) but did not reach our goal of 82%. (See Star Analytics)
2. As we pass the half-way mark of the 23-24 school year, we are pleased that 74.1% of 2nd-5th students scored above the 40% in the Winter Star Reading Assessment. We surpassed last year's percentage (70%) but did not reach our goal of 75%. (See Star Analytics)
3. As we pass the half-way mark of the 23-24 school year, we are pleased that 60% of EL/RFEP students achieved above the 40% in the Winter Star Math Assessment.. We surpassed last year's percentage (36%) and did reach our goal of 42%. (See Star Analytics)
4. As we pass the half-way mark of the 23-24 school year, we are concerned that 41.6% of EL/RFEP students achieved above the 40% in the Winter Star Reading Assessment. (Star Screening Report)
5. As we pass the half-way mark of the 23-24 school year, we are pleased that 33% of k-1st students already scored 852+ on Star Early Literacy by February 2023. We matched last year's percentage but did not reach our goal of 40%. (See Star Analytics)
6. As we pass the half-way mark of the 23-24 school year, we are encouraged that 60% of K-1st EL/RFEP students achieved above the 40% in the Winter Star Early Literacy Assessment. (See Screening Report)

From this Star data and our most recent CAASPP data (See CAASPP section of this plan), we see that reading and early literacy are our goal area. We believe that small group instruction that maximizes our instructional aides will most help more students and particularly struggling students achieve above the 40% as measured by Star and CAASPP. This instructional focus lends itself to better differentiation and will also help us maintain or improve student math achievement even though our priority focus will be on ELA. Additionally, 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 2025 MES students “at or above the 40%” will increase from 79.4% to 82.4% as measured by the annual January Star Math assessment.	79.4% Jan 2024	82.4% Jan 2025
2. By January 2025 MES 2nd - 5th students “at or above the 40%” will increase from 74.1% to 77.1% as measured by the annual January Star Reading assessment.	74.1% Jan 2024	77.1% Jan 2025
3. By January 2025 MES EL/RFEP 2nd - 5th students “at or above the 40%” will increase from 60% to 63% as measured by the annual January Star Math Assessment .	60% Jan 2024	63% Jan 2025
4. By January 2025 MES EL/RFEP 2nd-5th students “at or above the 40%” will increase from 41.6% to 44.6% as measured by the annual January Star Reading Assessment.	41.6% Jan 2024	46.6% Jan 2025
5. By January 2025 MES K-1st students “at or above the 40%” will increase from 33% to 40% as measured by the annual January Star Early Literacy assessment.	33% Jan 2024	40% Jan 2025
6. By January 2025 MES EL/RFEP students “at or above the 40%” will increase from 60% to 63% as measured by the annual January Star Early Literacy assessment.	60% Jan 2024	63% Jan 2025

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 develop a set of top MES instructional strategies through the Lesson Studies and Learning Rounds process with Innovative Ed.*

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 Studies (11 TK-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

Strategy/Activity

PD: We will read & discuss Small Group Instruction articles that also help us maximize our team of Instructional Assistants and train IAs on small group practices.

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 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 incentivize "Lexia Units Gained Goals". Teachers weekly check Lexia Dashboard & Do 5-Minute Check-ins.

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)

1000

Parent-Teacher Association (PTA)
0000: Unrestricted
Prizes for students who make goals and win the golden ticket drawing.

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

Daily Designated English Language Development (dELD) for a protected period of time during the regular school day. 30 minutes daily recorded in Lesson Plan book.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

0

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELStudents

Strategy/Activity

Quarterly EL Walkthroughs with site admin to monitor dELD and iELD implementation and evaluate additional PD needs. May result in PD recommendations to SLT.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Review the ELA/ELD Framework (This guide will be a key part of our staff development time.
https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf

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 7

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Monitor all ELs each trimester and RFEPs 3x a year for four years

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 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain an extra day of LLI through PTA funding. Maintain an IA for every teacher.

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)

300,000

Parent-Teacher Association (PTA)
2000-2999: Classified Personnel Salaries
Cetificated and Classified Wages & Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Implement Accelerated Reader in all 1st - 5th classes.
 AR Goal-setting training for teachers
 Celebrate goal attainment and not level at assemblies
 Promote Parent HomeConnect w/sustained outreach to help with ZPD & IL book selection and personal celebrations

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.

1200	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software
0.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

We need to keep ensuring we have Reflex & Lexia* & Mystery Science through PTA funding

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)
15,000	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software
0.00	
0.00	
0.00	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Spec Ed Specialists & Gen Ed Teachers communication frequently about IEP accommodation implementation and needs. (Use IEP sub days!)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

During the 2022-2023 and 2023-2024 school years MES was primarily focused on raising math achievement for all students. MES also implemented strategies to raise ELA achievement for all students.

As we pass the half-way mark of the 23-24 school year, we are pleased that 79.4% of students scored above the 40% in the Winter Star Math Assessment. We surpassed last year's percentage (79%) but did not reach our goal of 82%.

For Star Reading: 74.1% of 2nd-5th students achieved above 40%. We surpassed last year's percentage (70%) but did not reach our goal of 75%.

As we pass the half-way mark of the 23-24 school year, we are pleased that 60% of EL/RFEP students achieved above 40% in the Winter Star Math Assessment.. We surpassed last year's percentage (36%) and did reach our goal of 42%.

As we pass the half-way mark of the 23-24 school year, we are pleased that 33% of k-1st students already scored 852+ on Star Early Literacy by February 2023. We matched last year's percentage but did not reach our goal of 40%.

We were steadfast in our implementation of our agreed-to 2023-2024 strategies/activities:

1. Teachers continue to develop a set of top MES instructional strategies through the Lesson Studies and Learning Rounds process with Innovative Ed.
2. We will read, discuss, and master the teaching strategies from the "Assisting Students Struggling in Mathematics - Mathematical Language" article.
3. We will continue to incentivize the "DreamBox 20 Lessons A Month" program.
4. EL & Monitored RFEP, & Tier 2 students will be supported to make progress with DreamBox and Lexia with a before-school power-hour each Monday and Wednesday.
5. Hire an IA for every teacher, especially combination teachers and larger classrooms. Add an extra day of LLI and train IAs on SIPPS.
6. Pilot Accelerated Reader in Joelin's 3rd grade Class.
7. We need to keep ensuring we have Reflex & Lexia* & Mystery Science (PTA) to help younger students master their facts.
8. Further develop a homework plan that includes Lexia and Dreambox and tech support.

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

We were steadfast in our implementation of our agreed-to 2023-2024 strategies/activities. We stayed the course except due to low enrollment, the before-school Power-Hour Club was disbanded.

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.

From this Star data and our most recent CAASPP data (See CAASPP section of this plan), we see that reading and early literacy are our goal area. We believe that small group instruction that maximizes our instructional aides will most help more students and particularly struggling students achieve above the 40% as measured by Star and CAASPP. This instructional focus lends itself to better differentiation and will also help us maintain or improve student math achievement even though our priority focus will be on ELA. Additionally, 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%.

Please see the 2023-2024 SPSA above for all the details however here are a few highlights: 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 small group instruction. We are switching our motivational model from DreamBox to Lexia Units and AR Point Goals to rally all students. We are going to maintain or goal of pairing an IAs with each teacher to help with small group instruction. And, we are implementing AR next year with the goal of better facilitating Guided Independent Reading. Again, please look above for all the planned activities for 2024-2025.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

Multilingual 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 read as they struggle more here than with math. 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 reading but also help them to demonstrate that they are ready to be reclassified as Fluent.

Identified Need

41.6% of MES EL/RFEP 2nd-5th students are “at or above the 40%” as measured by the annual January Star Reading Assessment. This is much lower than their peers where 74.1% are above the 40%. 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 2025 MES EL/RFEP 2nd - 5th students “at or above the 40%” will increase from 60% to 63% as measured by the annual January Star Math Assessment .	60% of EL/RFEP students met standard Jan 2024	63% of EL/RFEP students will meet standard by Jan 2025
By January 2025 MES EL/RFEP 2nd-5th students “at or above the 40%” will increase from 41.6% to 44.6% as measured by the annual January Star Reading Assessment.	41.6% of EL/RFEP students met standard Jan 2024	44.6% of EL/RFEP students will meet standard by Jan 2025
By January 2025 MES EL/RFEP students “at or above the 40%” will increase from 60% to 63% as measured by the annual January Star Early Literacy assessment.	60% of EL/RFEP students met standard Jan 24	63% of EL/RFEP students will meet standard by Jan 2025

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/RFEP

Strategy/Activity

Daily Designated English Language Development (dELD) for a protected period of time during the regular school day. 30 minutes daily recorded in Lesson Plan book.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL/RFEP

Strategy/Activity

Quarterly EL Walkthroughs with site admin to monitor dELD and iELD implementation and evaluate additional PD needs. May result in PD recommendations to SLT.

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)

10500

Source(s)

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)

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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL/RFEP

Strategy/Activity

Teachers will review the ELA/ELD Framework (This guide will be a key part of our staff development time. Every teacher should get a copy.)*

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0	
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0	
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL/RFEP

Strategy/Activity

The principal will monitor all ELs each trimester and RFEPs 3x yearly for four years

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0	
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0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

MES EL Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

0

0	
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	
0	
0	
0	

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.

0	
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Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

As we pass the half-way mark of the 23-24 school year, we are pleased that 60% of EL/RFEP students achieved above 40% in the Winter Star Math Assessment.. We surpassed last year's percentage (36%) and DID reach our goal of 42%.

In regards to the 2023-2024 MES SPSA goal 2, we DID make our goal. We did not make our Goal of getting more EL students to complete 20 DreamBox lessons a month. Below is 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 did personally running the before school intervention program. MES teachers did front load math vocabulary prior to first instruction. Teachers did monitor EL Lexia engagement. MES Teachers did 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.

Goal Subject

Social Emotional Learning Plan for a Healthy and Safe School Climate

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.ng.

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 need to adopt school-wide signature instructional practices. (See goals 1 and 2)
We need to align our planned actions to support Superintendent Shelton's Six Priorities.
We need a more developed Character Education program.
We need to maintain our PSArts program year round.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By May of 2025 the percent of students experiences bullying will decrease as measured by the May Olweus - Bully Mitigation Survey.	NA - There is no baseline data due to low student participation (Parents did not agree for their child to take the survey.)	0% of students will feel bullied at school as measured by the spring survey
By May of 2025 the percent of staff who believe _____ as measured by the Hanover Teacher and Parent Survey.	We still have not received the data as on March 17, 2024. The results are therefore unknown at this time.	0% should feel _____

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)
25,000	Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Estimate based on 2023-2024 salaries/benefits
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: Maintain RC training for any newly hired 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)
2000	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Estimated Contract with Responsive Classroom (2 full day training days) = \$2,000.00
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)

4500

Source(s)

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And
Operating Expenditures
Principal to do advance planning with
preselected dates to work with. Perhaps the 1st
Friday of each month. Character Ed and Marine
Science PBL inspiration are key themes.

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	Voluntary donations are processed by the PTA.
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 Showing Character program / Sammy Slips.
 Adopt six common picture books for the library tech to read to all students.
 Student-lead assemblies focus on these traits effective 2024.
 A Character Counts Banner will be posted in a high-profile area.
 Student council will create similar posters each month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Parent-Teacher Association (PTA) 0000: Unrestricted Treasure Box goodies
400	Restricted Lottery 4000-4999: Books And Supplies Adopt six common picture books for the library tech to read to all students.
100	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies A Character Counts Banner will be posted in a high-profile area.

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)

0

Source(s)

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 (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

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

Lexia and AR Goals Celebrations / Golden Tickets to the Treasure Box

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)

All

Strategy/Activity

Get parents excited about HomeConnect, another great way to motivate guided leveled 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)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teacher training:
Restorative Justice
Project-based Learning
Career Technical Education

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 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase PSArts to 30 weeks with Prop 28 fund.

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 12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain IAs/Campus Monitors (See Goal 1 for Funding)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 2023-2024 MES SPSA goal 3, we were able to complete every strategy we set out to do:

- 1.Add Fridays to the LLI program to provide small group interventions to students who do not qualify for District LLI services.
- 2.Set up RC training for the two under-trained teachers and hire subs so they can attend.
- 3.Schedule vendors to provide motivational assemblies. Students enjoy fun educational assemblies.
- 4.All students will participate in at least one field trip per year.
- 5.Maintain the Caught Doing Good program / Sammy Slips.
- 6.Continue our practice of daily Morning Meetings five days a week in all classrooms the first 15 minutes of each school day.
- 7.Maintain Zoe's Lunchtime Theater (Minimum of four shows)

These were are goals: By May of 2024 the percent of students experiences bullying will decrease as measured by the May Olweus - Bully Mitigation 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.

In regards to the Olweus survey, we gave the survey on May 31st, 2023 and we did not have enough students take it to get any results.

In regards to the Hanover February 2023-2024 survey data about whether staff who believe we are not doing enough to support under-performing students will decrease from 45% to 0%, we still have not received the data as on March 17, 2024. 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.

NA

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

The major intended changes are all in the area of strategies/activities. Our student-centered focus shifts to Reading from Math. The Superintendent's priorities of staff training for Restorative Justice, Project-based Learning, and Career Technical Education will be planned for on Friday Bank Time and other work days dependent on the SMMUSD PD calendar. Student REcognition shifts from DreamBok Math to Lexia Units and AR Point Goals. We will use Prop 28 funds to increase PSArts to 30 weeks.

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	\$365,200.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$2,700.00
District LCAP Funds	\$2,000.00
Parent-Teacher Association (PTA)	\$360,100.00
Restricted Lottery	\$400.00

Subtotal of state or local funds included for this school: \$365,200.00

Total of federal, state, and/or local funds for this school: \$365,200.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Parent-Teacher Association (PTA)	0	-360,100.00
Restricted Lottery		

Site Formula Funds		
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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
Kelsey McKinnon	Parent or Community Member
Jennifer Owhadi	Parent or Community Member
Erin Garner	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
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 April 18, 2024.

Attested:

	Principal, Chris Hertz on 4-18-24
	SSC Chairperson, Heather Alfano on 4-18-24

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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.

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



Santa Monica-Malibu Unified School District
Educational Services Department
Malibu Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY

Malibu Elementary School has developed a written parent and family engagement policy with input from parents.

Malibu Elementary

It has distributed the policy to all parents and guardians.

After adoption, this plan will be distributed.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

This annual SSC meeting was held again in the fall of 2023. The agenda was published per our bylaws on our website, school newsletter, and front door of the school. This document will also be posted on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

PTA meetings are in the morning. ELAC meetings are in the morning (if we have 20 or more EL students). SSC meetings are in the afternoon. All meetings are highly accessible through Zoom.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The SSC elected parent representatives are involved. The annual review agenda was published per our bylaws on our website, school newsletter, and front door of the school. This document will also be posted on the school website.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

The School Parent Handbook, Newsletters, Website, BTSN, and Open House convey information to parents. Also, select phone calls from our bilingual liaison are made to less literate parents in case they can not read in any language.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

The School Parent Handbook, parent conferences, teacher newsletters, Back-To-School-Night, SPSA and report cards are instrumental in explaining curriculum, assessment, and expectations for students. Parents are also mailed trimester diagnostic testing results. Beginning Spring of 2024, 2nd-5th parents will have access to AR HomeConnect - another exciting way to motivate student guided leveled independent reading.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent conferences, surveys, committees, Student Success Teams, and IEPs all work to give parents a voice in education.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Our report cards are standards based. The Dreambox Dashboard is also key for helping parents monitor and improve their child's achievement. Parents are also mailed trimester diagnostic testing results. Beginning Spring of 2024, 2nd-5th parents will have access to AR HomeConnect - another exciting way to motivate student guided leveled independent reading.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Teachers send home completed work for parents to review with their child. Parents are also mailed trimester diagnostic testing results. The report has links from CDE to help parents use the data. The weekly Parent Newsletter has tips for parents to help during intersession periods such as winter break. Beginning Spring of

2024, 2nd-5th parents will have access to AR HomeConnect - another exciting way to motivate student guided leveled independent reading.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

This parent involvement plan and the weekly parent newsletter gives teacher and support staff ideas on the importance of parent engagement. The volunteer induction program brings parent volunteers into classrooms; teachers have weekly access to the list.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Returned work, open library, online programs such as Dreambox and Lexia, newsletters, ELAC, PTA, SSC, and supplementary events serve to support parents in more fully participating in the education of their child.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

All newsletters are automatically translated into Spanish and many other languages via the program "Smore".

The school provides support for parental involvement activities requested by parents.

Yes. When parents asked for after school programs, we provided Theater.

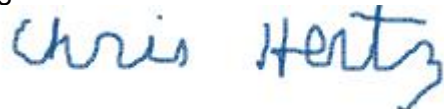
The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Malibu Elementary School on 11/07/2023 04:30 pm and will be in effect for the period of 11/07/2024 04:30 pm.

The school will distribute the policy to all parents of students on, or before: 12/5/2023 03:30 pm.

Name of Authorized Official: Chris Hertz

Signature of Authorized Official here:



Date Approved: 11/07/2023 04:30 pm



Santa Monica-Malibu Unified School District
Educational Services Department
Malibu Elementary School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2023-2024 & 2024-2025

Malibu Elementary School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

The MES teachers and principal ensure that report cards, conferences, progress reports, contact information, and volunteer opportunities are timely and of high-quality.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

The MES teachers and principal ensure that report cards, conferences, progress reports, contact information, and online dashboards are shared with parents in a timely and frequent manner. The Teacher Newsletters, Parent Handbook and Newsletter are good resources for parents.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

The MES teachers and principal provide materials and trainings to parents to help their students. Example: Returned work, Independent Study Contracts, and other good resources found in the Parent Handbook and Newsletter. The DreamBox parent dashboard is another great tool for parents. Beginning Spring of 2024, 2nd-5th parents will have access to AR HomeConnect - another exciting way to motivate student guided leveled independent reading.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

The principal offers over a dozen Volunteer Training opportunities each school year. The principal ensures that teachers suggest goals to parents via Report Cards. Teacher newsletters also offer parents a rich variety of ways to help from home and in the classroom.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Through the PTA we offer many opportunities for parents to support our equity goals of restoring the arts and IAs at MES. We also make sure that City, District and MBGC opportunities are well advertised.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

Our Parent Newsletter is sent out weekly and is translated into a wide variety of languages. Our bilingual liaison makes calls to parents who are less literate in any language.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Parent requested activities are reviewed by either the PTA or the ELAC/SSC. Ideas that appear to support our school goals are given serious consideration.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

The principal ensures that the ELAC, SSC and Newsletters support parents of all backgrounds. Agendas, minutes, handbook, and Newsletters all are designed to engage and support all students and their parents. Our bilingual liaison makes calls to parents who are less literate in any language.

This Compact was adopted by the Malibu Elementary School on 11/07/2023 04:45 pm, and will be in effect for the period of 1 year.

The school will distribute the Compact to all parents and family members of students participating on, or before:12/05/2023 04:45 pm.

Name of Authorized Official: Chris Hertz

Signature of Authorized Official here:



Date Approved: 11/07/2023 04:45 pm