



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu High School	19-64980-1995737	May 15, 2025	June 24 2025

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

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

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

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

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

Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified during the WASC Accreditation Self Study and Validation visit, completed October, 2020. A midterm one-day visit as part of our WASC Accreditation process was completed November 30, 2023 which further informed the strategies and actions reflected in this plan. Malibu High School does not receive Title I funds.

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

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Plan Description

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

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

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The focus of our school is to address the needs of all students (Student Support) through a continued focus on developing higher-order thinking skills (Rigor) while increasing relevancy through real-world application (Relevancy).

The 2025-2026 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment. (1, 2, 4, 7,8)

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

Goal 3: All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning. (1,3, 5, 6)

Furthermore, Dr. Antonio Shelton, Superintendent, has identified 6 areas of priority which include:

- 1) Reclassification (Goal 2)
- 2) Special Education (Goal 1, 2)
- 3) Guaranteed and Viable Curriculum (Goal 1)
- 4) Transformative Approaches (Goal 3)
- 5) Maintenance (Goal 3)
- 6) Fiscal Services (Goal 1, 2, 3)

Note: Malibu High School does not receive Title 1 funds.

Educational Partner Involvement

How, when, and with whom did Malibu High 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

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

2025-2026:

To be completed August, September, October 2024: Review summative data (CAASPP, CAST, CHKS, Senior Survey, Climate Survey, ELPAC) and adjust goals 1/2/3.

Spring 2025: SSC Approval (May 15, 2025)

Spring 2025: SSC input (February 27, 2025)

Spring 2024: Staff Input Collected for Part 3, SPSA (March 21, 2025)

SSC/Staff development throughout 2023-2024 school year, department meeting summaries submitted.

MHS remained below 22 English Learner Students. The SSC provided specific input towards English Learner supports, as reflected in goal area 2 of this plan.

Resource Inequities

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

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

The district's allocation of \$10,000 to the School Leadership Team (SLT) supports professional development and instructional strategies outlined in the SLT plan. These funds are used to address school-wide instructional needs, including teacher collaboration and professional learning. In addition, extra hourly compensation is provided to support cross-departmental collaboration and planning.

For 2024–2025, the SLT allocation is expected to increase to \$20,000, with approved uses to include professional learning, collaboration time, and administrator ACSA membership.

A central focus for teachers this year is the implementation of Project-Based Learning (PBL) and the integration of Depth of Knowledge (DOK) strategies. These approaches align with school-wide growth areas and require continued professional learning. While an SLT-funded teacher working group has been established to support interdisciplinary project design, external expertise and training may be needed to deepen this work and ensure alignment with high-quality instructional practices.

To support PBL implementation across disciplines, staff have expressed the desire for more structured collaboration opportunities across departments, ensuring that students experience rigorous, relevant, and integrated learning experiences. This interdisciplinary approach also aligns with the school's long-term goals around CTE pathway development and may require additional funding, credentialing support, and course design assistance.

Additionally, in response to ongoing parent concerns and Malibu's unique geographic and safety context, school and district leaders have been engaged in discussions with the City of Malibu regarding the possibility of a School Resource Deputy. Conversations are ongoing, with collaboration between the city and SMMUSD to explore feasible options that support student and community safety.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

N/A there are no categories in Red or Orange

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

Suspension - no red or orange
English Learner - no red or orange
Graduation - no red or orange
EL - no red or orange
Math - no red or orange
College and Career - no red or orange

Given the small population there are not significant numbers to generate red or orange

Other Needs

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

Refer to prompts below for this information

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).

Hanover Culture and Climate Survey

Administered for the fourth consecutive year, this survey reveals continued growth in key areas related to school safety, student belonging, and academic preparation.

Areas of Strength (Improved or Maintained):

School rated as good or excellent: 74%

Never been physically threatened by a student: 91%

Never been bullied or harassed online: 88%

Participation in extracurriculars: 66%

Perception of school preparing students for college: 76%

School sets high expectations for achievement: 73%

Provides extra help when needed: 89%

Areas for Continued Focus:

Staff responsiveness to bullying reports: 60% (steady)

Clean bathrooms: 50%

Feeling included at school with race in mind: 69%

Attendance at school activities: 50%

Preparedness for global citizenship: 44%

High quality food: 31%

Teachers praising student effort: 44%

Declines Noted in:

Feeling welcome at school with race in mind: 72%

Never been verbally harassed: 74% (? from 81%)

Variety of AP Courses: 53% (? from 72%)

Development of collaboration skills: 60%

Senior Exit Survey (May 2024, n=98)

Although full data is still pending, preliminary results show positive student perceptions, particularly in instruction, safety, and AP access:

83% rated their education as excellent or good.

Highest satisfaction in History (90%) and English (82%).

91% satisfied with access to AP courses, and 76% with their variety.

78% participated in interscholastic sports.

81% felt safe from threats and bullying.

64% satisfied with counseling services.

Gains were noted year-over-year in:
Science instruction
Access to dual enrollment
College and career readiness support
Overall sense of safety

California Healthy Kids Survey (CHKS – Fall 2024, Grades 9 & 11)

The most recent CHKS data indicates notable improvement across several metrics, especially in safety and adult connections, despite ongoing concerns about student well-being and substance use:

Positive Indicators:

Perceived school safety: 72% (Grade 9), 85% (Grade 11)
Caring adult relationships: 56% (Grade 9), 71% (Grade 11)
High staff expectations: 65% (Grade 9), 78% (Grade 11)

Areas of Concern (Still Improved):

Alcohol or drug use: 24/31 students (? from previous years)
Students reporting social-emotional distress: 31/25 (?)
Suicidal ideation: 8/8 (? from 17% in 2019–2020)
Bullying: 33/22 students
Perception of school as boring or unengaging: 65% (Grade 9), 54% (Grade 11)

This reflects continued progress, while affirming the need for expanded SEL supports and student engagement initiatives.

Parent & Staff Survey Highlights

Parents consistently report:
High levels of respect and helpfulness from staff (86–92%)
Strong communication and inclusive practices
Positive perceptions of safety (88%) and academic success (89%)

Staff overwhelmingly agree:

School is supportive and inviting (98%)
Students receive help when needed (98%)

Emphasis on academic success and safety is high

WASC Accreditation Preparation

Malibu High is scheduled for its next WASC visit in 2027. While the most recent self-study data remains current, the school is initiating planning to revisit the process in the upcoming year to ensure stakeholder engagement and alignment with updated site priorities and data trends.

Mission & Schoolwide Learner Goals (SLGs)

Through inclusive feedback from students (Principal Advisory Committee), parents (SSC, PTSA), and staff (SLT, Faculty), Malibu High revised its SLGs in 2023–2024 while reaffirming its mission statement. Core values include:

Growth and Learning

Creativity and Artistic Expression
Connectedness and Collaboration

The revised SLGs were formally adopted by the School Site Council on February 15, 2024.

Classroom Observations

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

Instructional Observation and Professional Learning Update – 2024–2025

Malibu High School is committed to a continuous cycle of instructional improvement through both formal and informal observation structures, peer collaboration, and reflective practice.

Formal observations are conducted by site administrators in accordance with the SMMCTA evaluation process. In addition, informal observations by administrators occur throughout the school year. Department Chairs in core content areas—English, History, Math, and Science—are contractually allocated time to observe colleagues and provide feedback a minimum of six times annually; however, in the 2023–2024 school year, this release period was only provided to the History Department Chair.

Peer observation and collaboration are key components of our school's professional learning culture. SLT (School Leadership Team) funds are utilized to provide release time for informal peer observations. During the 2023–2024 school year, teachers were expected to conduct a minimum of two peer observations. The SLT is exploring ways to continue to require, support, and incentivize these valuable opportunities for professional growth.

As part of our ongoing Site Inquiry Process, Malibu High conducted four Learning Walks during the 2024–2025 school year—two school-wide, one with the District Leadership Team, and one facilitated by the SLT. These Learning Rounds focused on our site-wide goals of increasing rigor, relevance, and academic discourse.

Key Observations Across Learning Walks:

Collaborative Structures & Physical Environment: Classrooms used strategic physical arrangements (pairs, quads, circles) to promote interaction and peer dialogue. Tasks included jigsaws, gallery walks, consensus building, and shared document work.

Student Voice, Choice, and Agency: Students assumed leadership roles, engaged with peers, and demonstrated ownership of learning. Teachers increasingly served as facilitators, providing structured choices and space for student autonomy.

Academic Vocabulary & Student Talk: Students consistently used discipline-specific vocabulary and engaged in meaningful academic dialogue, supported by scaffolds such as sentence frames, graphic organizers, and peer roles.

Depth of Knowledge (DOK): Questioning strategies were intentionally used to push student thinking, stimulate curiosity, and support discussion-based learning. Both written and verbal prompts promoted high-level engagement.

Across all Learning Rounds, student behavior was consistently on-task and compliant, supported by strong classroom routines and a positive climate of safety and respect. Observers noted high levels of teacher planning and intentional design of tasks to encourage structured conversations and collaboration.

Opportunities for Growth:

While instructional time is used effectively and relationships are strong, there is still a higher proportion of teacher talk to student talk. Continued emphasis is recommended on:

Expanding collaborative strategies
Increasing student-led dialogue
Adjusting physical layouts to foster interaction
Providing clear student roles during group tasks

Malibu High School remains dedicated to a collaborative professional learning culture that supports teacher growth and promotes student engagement through rigorous and relevant instruction.

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)

2025-2026 CAASPP SUMMATIVE DATA:

TENTATIVE/PRELIMINARILY

45% of grade 11 students met/exceeded standard in mathematics

55% did not meet or nearly met standard in mathematics.

67% of grade 11 students met or exceed standard in English Language Arts

33% did not meet or nearly met standard in ELA

50% of grade 11 students met or exceed standard in Science on CAST

50% did not meet or nearly met standard in Science on CAST

Summary student data will be reviewed with staff and within departments in August, 2025

2023-2024 CAASPP SUMMATIVE DATA:

46% of grade 11 students met/exceeded standard in mathematics

54% did not meet or nearly met standard in mathematics.

76% of grade 11 students met or exceed standard in English Language Arts

24% did not meet or nearly met standard in ELA

50% of grade 11 students met or exceed standard in Science on CAST

50% did not meet or nearly met standard in Science on CAST

Summary student data will be reviewed with staff and within departments in August, 2024

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

The certificated staff elects a Site Leadership Team (SLT) each year that consists of the school administrators, the department chairs including special education, a Teaching and Learning Council leader, and additional teacher representatives. The SLT ensures a diverse perspective and makes sure each department and grade level is represented and that all teachers' input is considered. This also helps to ensure that Malibu High is "leading from the middle" and that this group is representative of the school staff. This committee replaced the old "Leadership Committee" and the "PD Committee."

State assessment data has continued to show that while MHS performs well overall in CAASPP, AP scores, SAT/ACT scores, and graduation rate, there is still a need to address the gap between ELA and math performance, as well as an achievement gap among our subgroups (Socio-economically disadvantaged, special education, and Hispanic/Latino). While performance on standardized measurements stayed consistent within groups (Cohort Data) in the immediate Covid years, the data now reflects a definite decline in performance with current groups compared to historical levels of previous groups. It is important to note also, that there is currently no Claim/Target data for CAASPP again this year, similar to the previous two years which makes additional analysis into the specific claims needing to be addressed through tier 1 instruction. Also to note, the number of students now taking CAASPP summative, grade 11, is 92-95 due to size of grade. This drop in population does have a larger impact when comparing percentages.

The WASC self study process was completed in October, 2020. The process which includes analysis of extensive data resulted in the following Critical Learning Needs:

- 1) Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.
- 2) Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.
- 3) Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.

The WASC Visiting Team left the following Schoolwide Growth Areas for Continuous Improvement:

1. As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.
2. As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).
3. MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved.

In November, 2023 the mid year visit team highlighted:

Small Community: School gets to know our students as individuals and is responsive to their individual needs.

Students like school, feel connected to their teachers, to each other, and to the school.

Unique school environment, largely given size, compared to how other districts/schools operate.

Strong teacher leadership and structures for teacher leadership/decision making

Intervention, heading in the right direction with training around tiers of instruction and support period

Right now, progress or incremental steps on PBL including a focus on relevancy and student engagement
Evidence of progress and working towards previous goal areas (Rigor/Relevance/Student Support)
Recognition by district of two different needs and dynamics between Malibu/Samo, increased district support

The areas to continue to focus on included:

Ongoing feeling of staff feeling stretched thin, pulled in many directions. Also need to spread the wealth with additional teacher participants in trainings, committees, and improvement efforts (few do many, others not directly involved)

PBL: Need more progress in this area, especially with new building and district vision around integrated (desire towards cross curricular collaboration around guiding projects) PBL as schoolwide practice.

Reevaluate current Enriching Students model, some students use it effectively but others don't and current structure while designed to increase intervention/enrichment/utility has also led to increased student choice and students are being allowed to choose to do nothing, without assigned teacher. Added Schoolwide need anticipated around homework, consider relevancy of homework and how much and what is assigned. Both in class and out of class, how do students access peers, teacher, resources, and supports to make meaning of content in meaningful way?

SMART GOALS:

SPSA Goal 1 (Rigor): College/Career Readiness

Site Goals:

HS Goal 1: By May 2026, 57% of students meet/exceed state standards as measured by CAASPP Math (46 IN 23-24, 33% in 22-23, 57% in 21-22, 56% in 20-21, DNA in 19-20, 56% in 18-19)

HS Goal 2: By May 2026, 83% of students meet/exceed state standards as measured by CAASPP ELA (76 IN 23-24, 70% in 22-23, 83% in 21-22, 82% in 20-21, 92% in 19-20, 80% 18-19)

HS Goal 3: By May 2026, 53% of students meet/exceed state standards as measured by CAST Science (50 IN 23-24, 44% in 22-23)

SPSA Goal 2 (Student Support):

HS Goal 4: 3% decrease at each grade level below 25th percentile on Star Renaissance measurement from fall (baseline) to spring administration in both ELA and Math (23-24, ELA Grade 9 -1%, grade 10 NC, grade 11 -2%, grade 12 +7 and Math: Grade 9 -1%, Grade 10 NC, Grade 11 -3%, Grade 12 +9%. In 22-23, ELA Gr 9: 27/31, Gr 10 21/28, Grade 11 21/23, Grade 12 24/35 and Math Gr 9 20/18, Gr 10 14/33, Gr 11 13/9, Gr 12 17/17)

English Language Development

HS Goal 5: 50% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (5/14 Preliminarily in 23-24, 10/17 in 22-23, 10/18 in 21-22, 11/17 in 20-21, 4/9 in 19-20).

School Goal 3: (Relevance)

HS Goal 6: 72% of high school students will report either liking school or liking school very much as measured by student perception surveys (Climate and Culture Survey 64% in 23-24, 72% in 22-23, 77% in 21-22, 72% 20-21)

HS Goal 7: 35% of students will report seeing how their learning relates to their future and 35%% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2025. (Future: 26% in 23-24, 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: 26% in 23-24, 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.26%	0	0	1
African American	1.94%	2.78%	2.05%	8	11	8
Asian	2.67%	2.78%	2.05%	11	11	8
Filipino	%	0.25%	0.51%	0	1	2
Hispanic/Latino	14.81%	16.41%	16.15%	61	65	63
Pacific Islander	0.24%	0%	%	1	0	
White	74.76%	71.97%	73.59%	308	285	287
Two or More Races	5.58%	5.81%	5.38%	23	23	21
Not Reported	%	0%	%	0	0	
Total Enrollment				412	396	390

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	97	104	92
Grade 10	100	90	102
Grade 11	98	104	94
Grade 12	117	98	102
Total Enrollment	412	396	390

Conclusions based on this data:

1. Number of students matriculating to MHS from middle school and elementary school remains stable but the enrollment is still low. Long term projections over the next few years reinforce based on community demographics and factors.
2. In order to continue to offer the vast academic, athletic and extra curricular programming we have to be creative in order to meet the needs of the students and community. Specifically, the master schedule now has around more than 50% of courses only offered 1 time, and many others only offered twice presenting scheduling constraints.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	22	20	20	3.8%	5.3%	5.1%
Fluent English Proficient (FEP)	38	49	50	8.5%	9.2%	12.8%
Reclassified Fluent English Proficient (RFEP)	25	35	31	6.1%	8.8%	7.9%

Conclusions based on this data:

1. Of the 20 English Learner (EL) students, only 4 are classified as Level 1 or 2, which limited the ability to provide multiple forms of supplemental English Language Development (ELD) support.
2. Given the small EL population, general education teachers are expected to differentiate instruction and implement integrated ELD strategies within College Preparatory (CP) and Advanced Placement (AP) coursework.
3. Data suggests that English Learner (EL) programming at the elementary and middle school levels has been effective in supporting students' redesignation prior to entering high school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	98	105	92	80	94	86	80	94	86	81.6	89.5	93.5
All Grades	98	105	92	80	94	86	80	94	86	81.6	89.5	93.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2668.	2631.	2656.	48.75	35.11	47.67	33.75	34.04	27.91	15.00	18.09	9.30	2.50	12.77	15.12
All Grades	N/A	N/A	N/A	48.75	35.11	47.67	33.75	34.04	27.91	15.00	18.09	9.30	2.50	12.77	15.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.50	36.17	43.02	47.50	55.32	39.53	5.00	8.51	17.44
All Grades	47.50	36.17	43.02	47.50	55.32	39.53	5.00	8.51	17.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	45.00	41.49	52.33	46.25	40.43	31.40	8.75	18.09	16.28
All Grades	45.00	41.49	52.33	46.25	40.43	31.40	8.75	18.09	16.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.50	19.15	29.07	57.50	75.53	56.98	10.00	5.32	13.95
All Grades	32.50	19.15	29.07	57.50	75.53	56.98	10.00	5.32	13.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	45.00	32.98	37.21	50.00	62.77	51.16	5.00	4.26	11.63
All Grades	45.00	32.98	37.21	50.00	62.77	51.16	5.00	4.26	11.63

Conclusions based on this data:

1. Participation Rate Variability: While the overall number of students enrolled has increased from 80 in 21-22 to 105 in 23-24, the percentage of enrolled students tested has fluctuated, with a dip in 22-23 (81.6%) compared to 21-22 (89.5%) and 23-24 (93.5%). This suggests that the increase in enrollment does not directly correlate with a consistent increase in test participation rates.
2. Decline and Recovery in Writing Skills: The percentage of students performing "Above Standard" in writing decreased from 45.00% in 21-22 to 41.49% in 23-24. However, the percentage of students "At or Near Standard" increased from 46.25% in 21-22 to 40.43% in 23-24, and the percentage of students "Below Standard" decreased from 8.75% in 21-22 to 16.28% in 23-24. This indicates a shift in writing proficiency, with more students meeting the standard but fewer exceeding it.
3. Fluctuation in Reading Proficiency: There has been a notable fluctuation in reading proficiency over the three years. The percentage of students "Above Standard" decreased significantly from 47.50% in 21-22 to 36.17% in 22-23 but then increased to 43.02% in 23-24. Similarly, the percentage of students "Below Standard" increased from 5.00% in 21-22 to 8.51% in 22-23 and then sharply increased to 17.44% in 23-24. This suggests instability in reading performance across the observed period.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	98	105	92	80	92	86	80	92	86	81.6	87.6	93.5
All Grades	98	105	92	80	92	86	80	92	86	81.6	87.6	93.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2646.	2574.	2623.	26.25	15.22	23.26	31.25	17.39	23.26	23.75	29.35	19.77	18.75	38.04	33.72
All Grades	N/A	N/A	N/A	26.25	15.22	23.26	31.25	17.39	23.26	23.75	29.35	19.77	18.75	38.04	33.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.75	19.57	27.91	47.50	47.83	46.51	18.75	32.61	25.58
All Grades	33.75	19.57	27.91	47.50	47.83	46.51	18.75	32.61	25.58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.25	9.78	27.91	63.75	61.96	55.81	10.00	28.26	16.28
All Grades	26.25	9.78	27.91	63.75	61.96	55.81	10.00	28.26	16.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.50	16.30	22.09	58.75	59.78	63.95	8.75	23.91	13.95
All Grades	32.50	16.30	22.09	58.75	59.78	63.95	8.75	23.91	13.95

Conclusions based on this data:

1. **Inconsistencies in Math Proficiency:** There are inconsistencies in math proficiency, specifically within the "Applying mathematical concepts and procedures" area. The percentage of students performing "Above Standard" decreased from 33.75% in 22-23 to 27.91% in 23-24, while the percentage of students performing "Below Standard" also decreased from 32.61% in 22-23 to 25.58% in 23-24. This suggests that while fewer students are falling "Below Standard," the progress in achieving "Above Standard" has also declined.
2. **Problem Solving Skills Decline:** There's a decline in students' ability to solve real-world and mathematical problems. The percentage of students "At or Near Standard" in "Using appropriate tools and strategies to solve real world and mathematical problems" has decreased from 63.75% in 22-23 to 55.81% in 23-24. This indicates a weakening in problem-solving skills among students.
3. **Fluctuations in Mathematical Reasoning:** The ability to support mathematical conclusions has seen fluctuations. The percentage of students "Above Standard" in "Demonstrating ability to support mathematical conclusions" decreased significantly from 32.50% in 21-22 to 16.30% in 22-23, and then increased to 22.09% in 23-24. This suggests that students' capacity to justify their mathematical thinking has varied over the past three years.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	5	4	4
10	*	*	*	*	*	*	*	*	*	5	4	4
11	*	*	*	*	*	*	*	*	*	6	4	4
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										19	17	15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.84	41.18	33.33	26.32	47.06	40.00	21.05	11.76	13.33	15.79	0.00	13.33	19	17	15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.11	76.47	60.00	36.84	23.53	20.00	15.79	0.00	13.33	5.26	0.00	6.67	19	17	15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.79	11.76	6.67	26.32	35.29	26.67	36.84	29.41	26.67	21.05	23.53	40.00	19	17	15

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	17.65	13.33	89.47	76.47	60.00	10.53	5.88	26.67	19	17	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.95	100.00	93.33	21.05	0.00	0.00	0.00	0.00	6.67	19	17	15

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.05	17.65	6.67	52.63	52.94	46.67	26.32	29.41	46.67	19	17	15

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.79	5.88	6.67	73.68	88.24	73.33	10.53	5.88	20.00	19	17	15

Conclusions based on this data:

1. Decrease in Overall ELPAC Test Takers: The total number of students tested for ELPAC has decreased over the three years, from 19 in 21-22 to 15 in 23-24. This suggests a declining number of students requiring ELPAC testing.
2. Shift in Oral Language Proficiency: There's a notable shift in oral language proficiency, with a substantial increase in the percentage of students at Level 4 (from 42.11% in 21-22 to 60.00% in 23-24) and a decrease in the percentage of students at Level 3 (from 36.84% in 21-22 to 23.53% in 22-23, and then to 20.00% in 23-24). This indicates an improvement in oral language skills among the tested students.
3. Inconsistency in Reading Development: Reading proficiency shows inconsistency, with the percentage of students "Well Developed" decreasing from 21.05% in 21-22 to 6.67% in 22-23, and then increasing to 17.65% in 23-24, while the percentage of students "Beginning" shows fluctuations across the years. This suggests variability in the development of reading skills within the EL student population.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
390	17.2%	5.1%	0.0%
Total Number of Students enrolled in Malibu High 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	5.1%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	67	17.2%
Students with Disabilities	54	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1%
American Indian	1	0.3%
Asian	8	2.1%
Filipino	2	0.5%
Hispanic	63	16.2%
Two or More Races	21	5.4%
Pacific Islander	0	0.0%
White	287	73.6%

Conclusions based on this data:

1. Student Population Demographics: The student population at Malibu High School in 2023-24 is predominantly White (73.6%), with a notable Hispanic population (16.2%). Additionally, a relatively small percentage of the student body is classified as socioeconomically disadvantaged (17.2%) and English Learners (5.1%).
2. ELPAC Testing Trends: The number of students tested for ELPAC has decreased over the past three years (from 19 in 21-22 to 15 in 23-24), which the document suggests indicates that most students are re-designating in elementary and middle school. There's also a shift in oral language proficiency among ELPAC test-takers, with an increasing percentage reaching Level 4.

School and Student Performance Data

Overall Performance







The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Malibu High School demonstrates strengths in certain areas, as indicated by the "Blue" rating for English Language Arts, and Graduation Rate.
2. Malibu High School also demonstrates strengths in "Green" ratings for Math, College and Career and Suspension Rates

School and Student Performance Data

Academic Performance English Language Arts

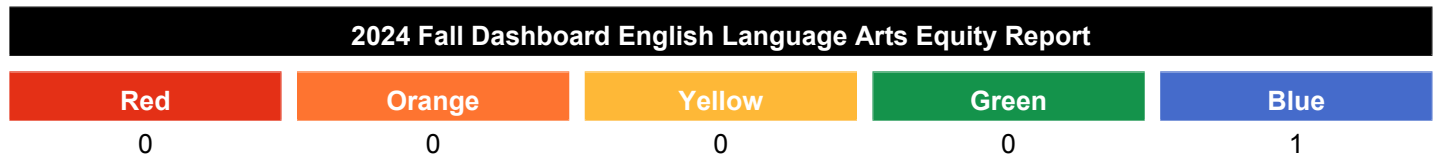
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>60.5 points above standard</div> <div>Increased 32.1 points</div> <div>88 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>5.4 points below standard</div> <div>Declined 6.1 points</div> <div>17 Students</div>

Students with Disabilities  No Performance Color 163.9 points below standard Declined 28.5 points 15 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  No Performance Color 17.6 points below standard Declined 12.4 points 11 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 50.6 points above standard Increased 18.6 points 64 Students

Conclusions based on this data:

1. Malibu High School demonstrates strengths in certain areas, as indicated by the "Green" rating for Suspension Rate and "Blue" for Academic Engagement
2. Malibu High School shows a mix of performance levels: It has "Blue" (Highest Performance) in Academic Engagement and "Green" in Suspension Rate, but also has areas where data is not available ("No Performance Color") such as in English Learner Progress.

School and Student Performance Data

Academic Performance Mathematics

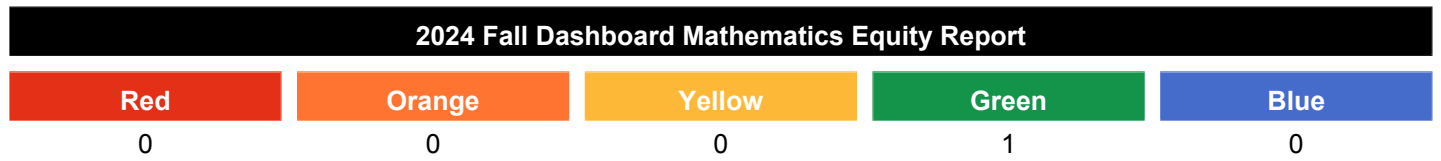
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>15.2 points below standard</div> <div>Increased 60.6 points</div> <div>88 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>93.8 points below standard</div> <div>Increased 48.9 points</div> <div>17 Students</div>

Students with Disabilities  No Performance Color 208.3 points below standard Increased 65.2 points 15 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  No Performance Color 81.2 points below standard Increased 37.9 points 11 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 13.7 points below standard Increased 60.5 points 64 Students

Conclusions based on this data:

1. Overall, students are performing below the standard in mathematics. The data indicates "15.2 points below standard" for All Students
2. While the overall performance is below standard, there has been a significant increase in mathematics performance. The data shows "Increased 60.6 points" for All Students
3. For many student groups, there is no performance data available. The report frequently shows "No Performance Color" and notes "Less than 11 Students," indicating that the number of students in those groups is too small to report reliable data.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>35.7% making progress.</div> <div>Number Students: 14 Students</div>	<div></div> <div>No Performance Color</div> <div>33.3% making progress.</div> <div>Number Students: 12 Students</div>

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.

2024 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
21.4%	42.9%	21.4%	14.3%

Conclusions based on this data:

1. Data for English Learner Progress is marked as "No Performance Color," indicating that there may be fewer than 30 students in this category.
2. For Malibu High School, this is marked as "No Performance Color," which means that performance data is not shown. However, the report does state that 35.7% of 14 students are making progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

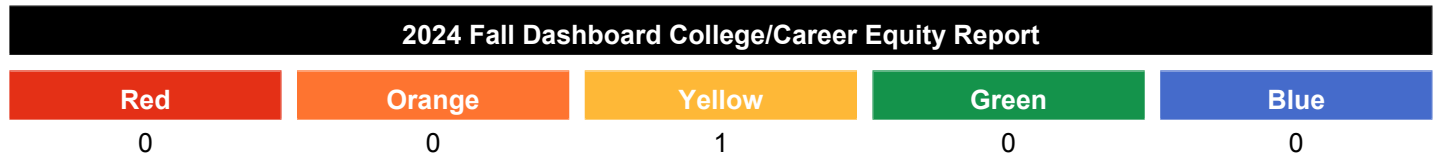
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>57.5 Prepared</div> <div>Maintained 1.5</div> <div>106 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>8 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>51.6 Prepared</div> <div>Increased 12.5</div> <div>31 Students</div>

Students with Disabilities  No Performance Color 23.5 Prepared 0 17 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 3 Students	Filipino  No Performance Color Less than 11 Students 0 1 Student	Hispanic  No Performance Color 50 Prepared Increased 7.1 16 Students
Two or More Races  No Performance Color Less than 11 Students 0 4 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 59.3 Prepared Declined 4.7 81 Students

Conclusions based on this data:

1. For All Students, 57.5% are "Prepared" with a "Maintained 1.5" on the College/Career Indicator, with a total of 106 students being assessed.
2. There is a slight decrease for the 23-24 school year and the school will make that a focus moving forward.

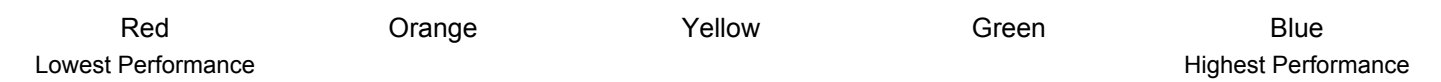
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Chronic Absenteeism rates has been a focus for the school in the academic year of 24-25 and will continue to make that a focus in the upcoming school year. There have been significance improvements for preliminary data so far.

School and Student Performance Data

Academic Engagement Graduation Rate

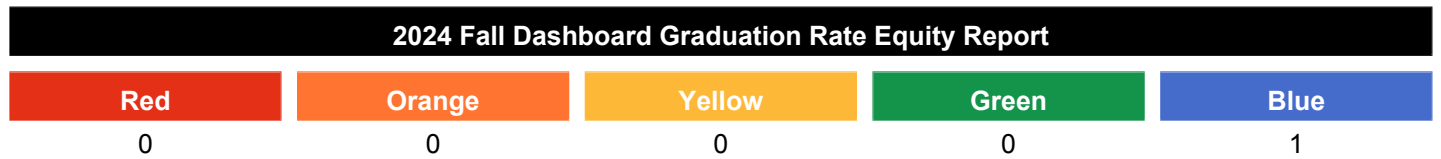
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>99.1% graduated</div> <div>Increased 3.1%</div> <div>106 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Increased 8.7%</div> <div>31 Students</div>

Students with Disabilities  No Performance Color 100% graduated 17 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  No Performance Color 100% graduated Maintained 0% 16 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 98.8% graduated Increased 2.8% 81 Students

Conclusions based on this data:

1. High Overall Graduation Rate: The school has a high overall graduation rate. For all students, the graduation rate is 99.1%, and this represents a 3.1% increase.
2. While the overall graduation rate is high, data for many student subgroups is limited. Categories such as English Learners, Foster Youth, Homeless, and others show "No Performance Color" due to having fewer than 11 students, which prevents the display of data for privacy reasons.
3. Positive trends for specific subgroups: Some subgroups with sufficient data show positive outcomes. For example, the Socioeconomically Disadvantaged group had a 100% graduation rate with an 8.7% increase, and the White student group also saw an increase of 2.8% with a 98.8% graduation rate

School and Student Performance Data

Conditions & Climate Suspension Rate

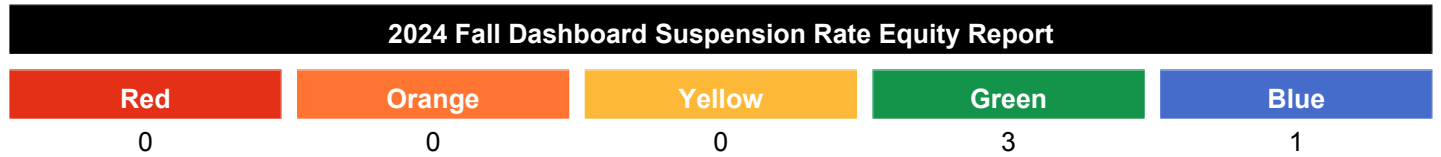
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>2.3% suspended at least one day</div> <div>Declined 1.8%</div> <div>400 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 10.5%</div> <div>21 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 12.5%</div> <div>17 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>2.4% suspended at least one day</div> <div>Declined 5.8%</div> <div>85 Students</div>

Students with Disabilities  Green 5.1% suspended at least one day Declined 4.7% 59 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Blue 0% suspended at least one day Declined 2.9% 63 Students
Two or More Races  No Performance Color 4.5% suspended at least one day Declined 12.1% 22 Students	Pacific Islander  No Performance Color 0 Students	White  Green 2.4% suspended at least one day Declined 1.3% 294 Students

Conclusions based on this data:

1. Overall suspension rates are low. The primary reason for suspension is a violation of the controlled substance policy.
2. For the 24-25 school year, suspensions are lower.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Improvements

Updated SPSA Site Goals (2024-2025)

HS Goal 1: By May 2025, 55% of students will meet or exceed state standards as measured by CAASPP Math. To achieve this, staff will implement engagement strategies with a focus on project-based learning across all math courses.

HS Goal 2: By May 2025, 80% of students will meet or exceed state standards as measured by CAASPP ELA. Staff will continue to refine engagement strategies, including project-based learning, to support all learners in ELA.

HS Goal 3: By May 2025, 55% of students will meet or exceed state standards as measured by CAST Science. Staff will explore and integrate project-based learning where appropriate within the science curriculum to foster deeper engagement. (Target: 55% - increase from current level with exploration of instructional strategy)

WASC Goals (2024-2025)

WASC Growth Area: Malibu High School, in conjunction with district administration, will develop and implement a consistent professional development plan for all teachers. This plan will focus on research-based instructional strategies identified as essential by the staff, including project-based learning, social-emotional learning and restorative practice while making real-world connections, and Depth of Knowledge (DOK).

WASC Action Plan (Rigor): Malibu High School will continue to focus on increasing overall student proficiency, as measured by performance results on CAASPP assessments. A key focus will be on the continued implementation of project-based learning across content areas and analyzing its impact on addressing the discrepancy between ELA and Math performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Goal: Increase overall achievement in CAASPP ELA and Math scores, with a focus on narrowing the achievement gap for Hispanic and Socioeconomically Disadvantaged (SED) student groups.

By May 2026, increase the percentage of Hispanic students meeting/exceeding state standards in ELA to 60% and in Math to 45%.

By May 2026, increase the percentage of SED students meeting/exceeding state standards in ELA to 75% and in Math to 53%.

Continue to analyze and address the discrepancy between ELA and Math performance, with specific attention to strategies that improve student performance in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP Math	Preliminary Data for 24-25 45%	55% of students meet/exceed standards as measured by CAASPP
HS CAASPP ELA	Preliminary Data for 24-25 67%	80% of students meet/exceed state standards as measured by CAASPP
HS CAST Science	Preliminary Data for 24-25 50%	50% of students meet/exceed state standards as measured by CAST

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>TIER 1 INSTRUCTION (2025-2026)</p> <p>Staff Quality and Development: Maintain a high-quality, diverse staff through ongoing support and development, including BTSA, National Board support, credentialing, relevant professional development, and comprehensive new teacher onboarding. To optimize both student and staff performance, strategic staffing adjustments will be implemented.</p> <p>Curriculum and Instruction: Ensure consistent and effective instruction through rigorous implementation of bell-to-bell practices and adherence to established curriculum guides and standards.</p> <p>Continue to emphasize student engagement in Depth of Knowledge (DOK) 3 & 4 tasks across all content areas, with a focus on visible evidence of learning:</p> <p>Close and Analytical Reading of Various Media Types</p> <p>Communication Using Precise Academic Language</p> <p>Structured Collaborative Conversations</p> <p>Evidence-Based Arguments</p> <p>Evidence-Based Writing</p> <p>Build upon the 24-25 PD plan by providing ongoing support for DOK and DBQ strategies, and implement instructional practices focused on project-based learning.</p> <p>Expand student engagement through the intentional use of collaborative structures and group work, with a goal to increase student talk and meaningful peer interaction.</p>	All Students	<p>3500 Site Formula Funds</p> <p>6000 Site Formula Funds</p> <p>600 Site Formula Funds</p>

	<p>Continue to develop staff capacity in gradually releasing responsibility for complex learning tasks, with ongoing professional development focused on effective whole-group and small-group engagement strategies.</p> <p>Academic Language: Deepen the intentional focus on the use of academic language (domain-specific and skill-based) through explicit modeling and support student use of content-specific academic language.</p> <p>Positive Climate: Foster a positive learning environment where instruction is grounded in strong teacher-student relationships, characterized by mutual trust and respect.</p> <p>Academic Honesty: The School Leadership Team (SLT) will finalize and implement the revised academic honesty policy, AI policy to explicitly addressing the impact of AI and its connection to student thinking and motivation.</p> <p>School-wide Behavioral Expectations: Reinforce school-wide behavioral expectations (attendance/tardy, food/drink, electronic devices, language) through consistent communication and implementation. Students will be supported in meeting expectations for daily attendance and active participation in all learning activities.</p>		
1.2	<p>ASSESSMENT:</p> <p>Students will complete increased number of performance tasks, especially in Math.</p> <p>Teachers will ensure students participate in all SMMUSD Assessment Continuum measurements to include diagnostic, progress monitoring, and interim/benchmark tools (ie: StarRen, CAASPP Interim).</p> <p>Provide school day PSAT and SAT administrations.</p>	All Students	
1.3	<p>DEPARTMENT PLC TEAMS:</p> <p>Staff will engage in Department PLC process. Teacher extra hourly and Teacher substitute are available as options via SLT and Site Formula Funds.</p> <p>MHS/SLT will preserve Department time to facilitate the co-design of DOK 3 & 4 tasks and analyze student performance in all areas.</p> <p>PLCs will measure through analysis of PBL lesson design & student work (inquiry cycle).</p>	All Students, Particular Attention to our 3 Significant Subgroups	3500 Site Formula Funds

	<p>SLT will continue to facilitate at least 2 formal Learning Rounds as part of cycle of inquiry. SLT will increase informal Peer to Peer observations. SLT engaged with InnovateEd process.</p> <p>Participation in districtwide department collaboration and professional development</p>		
1.4	<p>CURRICULUM/INSTRUCTION:</p> <p>MHS will continue to offer a high number of AP and UC A-G approved courses at MHS that prepare students for the academic rigor of college.</p> <p>District Department collaboration to include pacing guides and new adoptions, aligned with district guaranteed and viable curriculum.</p> <p>Staff will design and facilitate student-centered activities which could include: Stations/blended learning Project or performance-based Inquiry based learning Cross-curricular collaboration</p> <p>As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).</p>	All Students	<p>1000 Site Formula Funds</p> <p>1150 Site Formula Funds</p>
1.5	<p>DEPARTMENT SPECIFIC ACTIONS:</p> <p>To be added in August, 2025 after review of lag data.</p>	All Students	
1.6	<p>PROJECT-BASED LEARNING AND HOMEWORK (2025-2026)</p> <p>PBL as a Core Strategy: In response to the Mid-Term Cycle visit feedback on student engagement and relevance, MHS will prioritize Project-Based Learning (PBL) as a core instructional strategy to drive student learning and make assignments more relevant.</p> <p>Reframing "Homework": The concept of "homework" will be reframed to emphasize meaningful learning activities that primarily support and extend PBL experiences.</p> <p>Collaborative PBL Design: The School Leadership Team (SLT) will discuss strategies to maximize the effectiveness of PBL and minimize traditional homework, ensuring alignment with instructional goals.</p>	All Students	

	<p>Professional development will focus on designing high-quality PBL units and related activities that extend learning beyond the classroom, replacing less effective traditional homework.</p> <p>Departments will collaborate to develop PBL units and associated activities that are engaging, rigorous, and clearly connected to learning outcomes.</p> <p>Purposeful PBL Activities: Activities outside of the classroom will be directly tied to PBL projects, serving to deepen inquiry, facilitate research, data collection, analysis, and/or project development.</p> <p>Teachers will clearly articulate the purpose of all out-of-class activities within the context of PBL, ensuring students understand their connection to enduring understandings and project goals.</p> <p>Strategic Thinking and Integration: PBL projects and related activities will be designed to challenge students to think strategically, solve complex problems, collaborate effectively, and integrate new and previously taught information. Traditional homework will be minimized and, when used, will directly support the development of skills and knowledge necessary for successful PBL project completion.</p>		
1.8			
1.9			
1.10			
1.13			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Malibu High School has made substantial efforts to implement a comprehensive set of strategies focused on increasing student proficiency in CAASPP Math, ELA, and CAST Science through project-based learning (PBL), rigorous instruction, and performance-based assessment. Key components such as Depth of Knowledge (DOK) 3 & 4 tasks, professional learning communities (PLCs), and school-wide professional development (PD) were prioritized.

With 2024–25 performance data of ELA 67% and Math at 45%, integration of project-based learning and strategic instructional practices suggests more consistent strategies can be effectively implemented, particularly in fostering student engagement and aligning instruction with measurable outcomes.

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

Budget allocation support the intended strategies such as staff development, curriculum support, and department collaboration through Site Formula Funds. However, some strategies (like department-specific actions under 1.5) are pending further review and planning in August 2025. Not all activities have been finalized or budgeted fully at this stage. implementation may evolve based on the availability of updated performance data.

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.

One noted change is the refinement of department-specific actions, which will be added after the review of lag data in August 2025. Malibu High School is responsive to emerging data and willing to adapt strategies based on performance outcomes. Additionally, there may be a shift toward further integrating PBL across all departments and refining homework expectations to align more directly with PBL goals. These adjustments are documented in the strategies section and reflect a continued emphasis on instructional rigor and relevance to close achievement gaps for the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

EL Curriculum and Academic Language

HS Goal (2025–2026):

Reduce the percentage of students scoring below the 25th percentile on the Star Renaissance assessments in ELA and Math by 3% at each grade level (9–12) from fall to spring.

Rationale & Need:

Analysis of Star Renaissance data from 2023–2024 indicates inconsistent progress across grade levels, with some increases in the number of students below the 25th percentile—especially in Grade 12. There is a clear need for targeted, tiered interventions and consistent monitoring to reduce the number of struggling students.

This goal directly supports the WASC Action Plan (Student Support) by emphasizing systematic, data-informed tiered support and tracking D/F performance. It also aligns with the broader goal of decreasing the number of students who remain academically at-risk.

Baseline Data:

ELA 23–24 Fall to Spring:

Grade 9: -1%

Grade 10: No Change

Grade 11: -2%

Grade 12: +7% (Increase)

Math 23–24 Fall to Spring:

Grade 9: -1%

Grade 10: No Change

Grade 11: -3% (Met Goal)

Grade 12: +9% (Increase)

Expected Outcome (25–26):

A minimum 3% reduction at each grade level (9–12) in the percentage of students scoring below the 25th percentile on Star Renaissance ELA and Math from fall to spring.

Planned Improvement Strategies:

Identify and flag students performing below the 25th percentile by October benchmark.

Implement Tiered Intervention System with specific supports (e.g., small-group instruction, tutoring, advisory support).

Increase frequency and fidelity of progress monitoring using StarRen interim tools.

Provide training for staff on interpreting StarRen data to drive instruction.

Align intervention efforts with PLC cycles of inquiry.

Strengthen communication of intervention outcomes with staff and families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Formalize some of our more informal processes (ie: D/F list conferencing, SST process, classroom level interventions, support period) around student support and intervention.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	By May 2026, at least 60% of English Learner (EL) students will improve by one proficiency level or maintain Level 4 overall, as measured by the ELPAC Summative Assessment.	50% will improve 1 or more levels or remain at level 4 overall
Star Renaissance ELA	By Spring 2026, reduce the percentage of students scoring below the 25th percentile on the Star Renaissance ELA assessment by 3% at each grade level (9–12), from fall to spring administration.-0	3% decrease at each grade level below 25th percentile
Star Renaissance Math	By Spring 2026, reduce the percentage of students scoring below the 25th percentile on the Star Renaissance Math assessment by 3% at each grade level (9–12), from fall to spring.	3% decrease at each grade level below 25th percentile

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Updated English Language Development (ELD) Strategies (2025–2026)</p> <p>To improve outcomes for English Learners (ELs) and align with SPSA and WASC goals for equity, engagement, and academic success, Malibu High School will implement the following comprehensive ELD strategies:</p> <p>Instructional Supports Continue the ELD Supplemental Elective Period to provide targeted language instruction for ELs, with a focus on accelerating language acquisition and academic vocabulary development.</p> <p>Designated ELD Integration: Ensure access to a credentialed English teacher for designated ELD instruction during A–G English courses and Support Periods.</p>	English Learners	332 Site Formula Funds

	<p>Integrated ELD in All Content Areas: Provide professional development for all teachers on strategies to integrate ELD into core instruction, including:</p> <p>Sentence frames and academic language structures</p> <p>Visuals, graphic organizers, and vocabulary banks</p> <p>Frontloading of key concepts and scaffolding of complex texts</p> <p>Structured collaborative group work to promote student discourse</p> <p>Increase Opportunities for Academic Discourse: Emphasize student talk and peer interaction through group instruction, Socratic discussions, and PBL-driven presentations.</p> <p>Monitoring and Intervention ELD Lead Teacher will continue to:</p> <p>Monitor EL student progress using ELPAC domain scores and class performance</p> <p>Facilitate communication and intervention coordination with classroom teachers</p> <p>Support development of individual language support plans for at-risk ELs</p> <p>RFEP Monitoring by counselors and the ELD Lead to ensure sustained academic success for reclassified students.</p> <p>Work with District to identify and implement resources and supports for newcomer students, including potential placement options, language-specific interventions, and access to bilingual staff.</p> <p>Equity and Family Engagement Resource Equity: Identify and provide translated instructional materials in students' home languages, beyond the core ELD textbook, to address access and learning disparities.</p> <p>Spanish-Speaking Family Support Group: Continue facilitation by the Bilingual Community Liaison (BCL) to support family engagement, build community, and increase understanding of school systems and graduation pathways.</p> <p>Student Engagement: Encourage EL student participation in extracurricular activities, athletics, and enrichment programs to build confidence, community, and language fluency in authentic contexts.</p>		
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<p>2.2</p>	<p>SST:</p> <p>Staff will analyze student data including subgroup (SED, Hispanic) data at each 6-week interval in Department PLC teams.</p> <p>Staff will strengthen SST process to include a direct referral and a monitoring (schoolwide data team) process.</p> <p>District SST Forms and SST procedures will be used.</p> <p>504:</p> <p>Implement revised 504 forms for 25-26, counselors and administrators trained in Spring 2026.</p> <p>Paraeducator trainings</p>	<p>Identified students</p>	<p>800 Site Formula Funds</p>
<p>2.3</p>	<p>INTERVENTION:</p> <p>Staff will implement range of tier 1 community building routines.</p> <p>Support and implement districtwide MTSS framework, have MTSS TOSA facilitate staff professional development.</p> <p>Students will complete varied diagnostic and progress monitoring measures to inform tier 1 and tier 2 interventions.</p> <p>Staff will develop an effective pre-referral SST process understood by all staff. They will Implement a formalized system of interventions (tier 2 and tier 3 general education supports).</p> <p>SUPPORT PERIOD:</p> <p>MHS will provide Support period which allows for more personal and focused monitoring and assessment of students in need of assistance using Enriching Students Platform.</p> <p>Students will utilize Support period to access teachers, peer tutors, or other supports.</p> <p>Staff will provide for targeted interventions and additional programming during Support Period.</p> <p>SUMMER SCHOOL:</p> <p>Summer school for Credit Recovery, ESY, and Get Ahead Geometry will continue to be provided.</p>	<p>All Students</p>	

2.4	<p>ADDITIONAL STUDENT PROGRAMS:</p> <p>Students will access available supports including After School Tutoring (Stretch Grant), Wellness Center</p> <p>MHS will maintain ongoing partnership with Wellness Center, NAMI, Student Wellness Club</p> <p>ONE on Campus</p> <p>Goals for Graduation in partnership with BGC Malibu</p> <p>BGC Brent's Club</p> <p>SMMUSD/SMC Young Collegians Program</p>	All Students	16000 Stretch Grant (Ed Foundation)
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Goal 2 focuses on English Language Development (ELD) and reducing the number of students below the 25th percentile on Star Renaissance assessments has been comprehensive and aligned with both WASC growth areas and SPSA targets.

Key initiatives include:

Continued support of the ELD Supplemental Elective Period.

Integration of designated and integrated ELD instruction, supported by a credentialed teacher.

Targeted staff professional development in integrated ELD strategies across content areas.

Enhanced monitoring and intervention by the ELD Lead, including RFEP tracking and newcomer support.

Formalization of SST and pre-referral processes to systematize intervention efforts.

Effective use of the Support Period, providing real-time academic support aligned with student needs using the Enriching Students platform.

These efforts represent a robust and proactive approach to both linguistic and academic progress.

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

There are no significant discrepancies between the planned implementation and the expenditures documented. All key initiatives ELD support, SST structure, Support Period, and tiered interventions are reflected in the budget allocations from Site Formula Funds and Stretch Grant resources.

However, some components, such as paraeducator training and revised 504 implementation, may have variable costs depending on district scheduling or support. Similarly, the scope of newcomer support will depend on district collaboration, which may impact both timing and costs beyond the site's direct control.

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.

Based on the review of implementation progress and data needs below are listed strategies and activities that will be used to achieve our goals:

SST Process: Expand schoolwide understanding of SST referrals and interventions with regular updates through PLCs and schoolwide data team meetings (see Strategy 2.2).

Support Period: Increase visibility and usage data of Enriching Students platform to ensure targeted interventions are equitable and strategic (see Strategy 2.3).

Collaborate more closely with the district to ensure that specific materials and supports for newcomers are in place by the first semester (see Strategy 2.1).

Professional Development: Integrate more structured follow-up on staff PD for integrated ELD practices, possibly via department-level coaching or peer observation.

These updates should be reflected in the 2025–2026 SPSA under strategies 2.1 to 2.3, particularly around implementation timelines, staff responsibilities, and progress monitoring tools.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent/Community Involvement

HS Goal 6 (2025–2026):

At least 72% of high school students will report “liking school” or “liking school very much” on the Spring 2026 Student Climate and Culture Survey.

Rationale & Need:

Student satisfaction with school has shown fluctuation over the past four years:

64% in 2023–24 (decline)

72% in 2022–23

This goal aims to restore and stabilize school climate by focusing on student connection, belonging, and engagement.

Expected Outcome:

Return to the 72% benchmark for overall school satisfaction by Spring 2026.

Planned Improvement Strategies:

Implement schoolwide relationship-building practices and community-building routines in Advisory and core classes.

Increase student voice opportunities through surveys, focus groups, and leadership roles.

Continue wellness and support programs (Wellness Center, NAMI, peer mentors, etc.).

Expand access to clubs, enrichment, and student-led projects to build school pride and connection.

Celebrate student work and contributions publicly through showcases, exhibitions, and social media.

HS Goal 7 (2025–2026):

At least 35% of students will report that their learning relates to their future, and at least 35% will report that their learning connects to the real world, as measured by the Student Climate and Culture Survey.

Rationale & Need:

Survey data over the past five years indicates low and inconsistent perceptions of relevance in learning:

Future Connections

2023–24: 26%

2022–23: 32%

Real-World Connections

2023–24: 26%

2022–23: 34%

This aligns directly with WASC’s identified growth area of increasing relevance through authentic, project-based learning.

Expected Outcome:

35% of students will report seeing how their learning connects to their future.

35% will report that their learning is relevant to the real world.

Planned Improvement Strategies:

Continue professional development and collaborative planning to increase use of project-based learning (PBL) in all content areas.

Emphasize real-world applications and future-focused content during instruction (e.g., career connections, college-readiness tasks).

Highlight relevance in lessons with “why this matters” framing and student-led reflections.

Increase student participation in career pathway exploration, community partnerships, and cross-disciplinary projects.

Include student artifacts in public exhibitions that highlight real-world outcomes of learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Increase student engagement and student perception of school.

Increase students expressing finding their learning relevant to their future goals and outside world.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate and Culture Survey	74% report either liking school or liking school very much.	85% of high school students will report either liking school or liking school very much as measured by survey data
Climate and Culture Survey	35% reported seeing how their learning relates to their future.	50% of students will report seeing how their learning relates to their future as measured by survey data
Climate and Culture Survey	35% how their learning relates to the real world.	50% of students will report seeing how their learning relates to the real world as measured by survey data.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Relevancy: Enhancing Real-World Learning and Student Engagement To ensure that all students experience meaningful, authentic, and future-oriented learning, Malibu High School will implement the following strategies to enhance instructional relevance:</p> <p>Project-Based Learning Integration: Students will engage in 1–2 high-quality, standards-aligned projects within existing coursework that emphasize inquiry, collaboration, and critical thinking.</p> <p>Authentic Audiences: Student work will culminate in products, performances, or presentations shared with audiences beyond the classroom teacher, including peers, community members, or industry professionals.</p> <p>Industry and Community Partnerships: Staff will facilitate real-world learning experiences through guest speakers, mentorships, field trips, and public exhibitions of student learning.</p> <p>Dual Enrollment Opportunities: Students will continue to access dual enrollment courses both on and off campus, providing exposure to college-level rigor and career-aligned pathways.</p> <p>Technology Integration: Students will utilize a variety of 21st-century digital tools to support</p>	All Students	<p>3500 Site Formula Funds</p> <p>6000 Site Formula Funds</p> <p>600 Site Formula Funds</p>

	<p>creativity, research, communication, and collaboration. Teachers will continue expanding the use of educational technology to enhance instruction and increase engagement.</p> <p>Career Technical Education (CTE): In partnership with SMMUSD, Malibu High School will support CTE credentialing for staff and the development of additional CTE-aligned coursework to build college and career readiness.</p> <p>Expanded SMC Partnership: Malibu High School and SMMUSD will strengthen and expand the dual enrollment and enrichment partnership with Santa Monica College (SMC), increasing student access to relevant, transferable academic and technical courses.</p>		
3.2	<p>Staff Training: Building Capacity for Authentic, Engaging, and Relevant Instruction Malibu High School is committed to ongoing professional development that equips educators with the tools and strategies needed to foster high levels of student engagement, academic rigor, and real-world relevance. The following initiatives will guide staff training in the 2025–2026 school year:</p> <p>Strategic Professional Development Planning: The Site Leadership Team (SLT) will continue to coordinate and implement professional development aligned with school goals and WASC priorities, with a focus on authentic learning experiences, student engagement, and real-world application.</p> <p>Ongoing Instructional Cohorts: Malibu High School will continue supporting staff participation in targeted instructional cohorts, including:</p> <p>Blended Learning Project-Based Learning (PBL) Restorative Justice Practices</p> <p>Technology and Innovation: Staff development will include opportunities to explore and expand the use of educational technology, including AI tools, to enhance instruction, promote creativity, and increase student voice and engagement.</p> <p>Comprehensive PBL Training: The SLT will coordinate full-staff professional development in Project-Based Learning, delivered through school-based or district-provided sessions. These may include facilitation by district personnel and/or external consultants with expertise in PBL design and implementation.</p>	All Students	
3.3	School Climate, Inclusive Practices, and Student Identity	All Students	13000 Stretch Grant (Ed Foundation)

	<p>Malibu High School is dedicated to fostering an inclusive, supportive, and affirming school climate where all students feel safe, valued, and empowered to explore their identities and achieve their full potential. The following initiatives reflect MHS's commitment to cultivating a positive campus culture:</p> <p>Supportive and Risk-Tolerant Environment: MHS will continue to cultivate a climate where students and staff are encouraged to take intellectual and creative risks, try new approaches, and grow through meaningful feedback and reflection.</p> <p>Civic and Social Leadership (CSL) Program: The CSL Program, supported by a dedicated coordinator, provides students with structured opportunities to engage in leadership, civic engagement, and community-building activities.</p> <p>Mindfulness and Wellness Initiatives: MHS will continue offering mindfulness programming designed to promote emotional well-being, stress management, and mental health awareness for students and staff and continuing the partnership with the BGC</p> <p>Campus Safety and Security Enhancements: Improvements to physical campus safety and procedures, as outlined in the Comprehensive School Safety Plan (CSSP), will continue to be implemented and reviewed regularly.</p> <p>Inclusive Athletics Program: MHS will continue to support a diverse and accessible athletics program that promotes school spirit, inclusivity, student identity, and a sense of belonging for all student-athletes.</p>		95000 Site Formula Funds
3.4	<p>Student Voice and Leadership Malibu High School is committed to elevating student voice as a critical component of school improvement, equity, and campus culture. Students are recognized as essential stakeholders in shaping the learning environment, policies, and practices that impact their school experience.</p> <p>Principal's Student Advisory Committee: A diverse and representative group of students meets regularly with the principal to provide input on schoolwide issues, share feedback, and collaborate on initiatives that promote student well-being and academic success.</p> <p>Use of Student Perception Data: MHS will continue to systematically collect and analyze student voice through multiple channels, including:</p> <p>District-wide climate and culture surveys School-based and teacher-created surveys</p>	All students	

	<p>The California Healthy Kids Survey (CHKS) Data from these instruments will inform decision-making related to curriculum, instruction, support services, and school climate.</p> <p>Restorative Justice Expansion: MHS will increase the number of staff trained in restorative justice practices to promote student agency, improve conflict resolution, and foster a more inclusive and supportive school culture.</p>		
3.5	<p>Department Goals (2025–2026)</p> <p>1. Instructional Relevance & Engagement Goal: Each department will design and implement at least one project-based learning (PBL) unit or authentic performance task that connects course content to real-world applications or future career/college pathways.</p> <p>Evidence: Shared lesson plans, student work artifacts, reflection protocols, or public exhibitions of learning.</p> <p>Supports: Use of sentence frames, scaffolds, real-world mentors/partners, and interdisciplinary collaboration where feasible.</p> <p>2. Inclusive Practices & Student Identity Goal: Departments will integrate at least one unit, activity, or discussion per semester that affirms student identity (e.g., cultural heritage, race/ethnicity, language, gender, or lived experiences) and fosters inclusive classroom environments.</p> <p>Evidence: Unit overviews, student feedback, curated resources, or reflection journals.</p> <p>Supports: Professional development on culturally responsive teaching, department collaboration on inclusive texts, case studies, and examples.</p> <p>3. Student Voice & Reflection Goal: Each department will solicit student feedback on at least one instructional unit or learning experience per semester using perception surveys, student-led conferences, or feedback protocols.</p> <p>Evidence: Survey data, reflection summaries, modified instruction based on feedback.</p> <p>Supports: Schoolwide templates for student feedback, training on reflective practices.</p> <p>4. Technology Integration & Innovation</p>	All students	

	<p>Goal: Departments will intentionally integrate at least one digital tool or platform per grading period that enhances student engagement, collaboration, or personalized learning.</p> <p>Evidence: Use of platforms like Padlet, Flip, AI tools (with appropriate boundaries), collaborative Docs/Slides, or LMS analytics.</p> <p>Supports: Tech PD offerings, PLC sharing of best practices.</p> <p>5. Department-Based Monitoring of At-Risk Students</p> <p>Goal: Each department will monitor student performance and engagement every 6 weeks, particularly for students flagged as at-risk (D/F list, ELs, SED students), and collaborate on targeted interventions through SST or Support Period referrals.</p> <p>Evidence: PLC meeting notes, intervention plans, progress monitoring logs.</p> <p>Supports: Enriching Students platform, counselor collaboration, use of StarRen data.</p>		
3.6	<p>Homework: Preparing for WASC and Deepening Instructional Relevance</p> <p>As part of the WASC Mid-Cycle Visit, the visiting committee noted:</p> <p>"As MHS continues to work on student engagement and relevance, staff need to evaluate the relevance of the homework that students are assigned."</p> <p>In response, the 2025–2026 school year will serve as a reflective and developmental year, during which staff will engage in thoughtful evaluation of current homework practices as part of the broader WASC self-study process in preparation for the full visit in 2025–2026.</p> <p>Focus Areas for 2025–2026:</p> <p>Increase Engagement and Student Voice: Teachers will explore strategies to enhance the engagement factor of homework by integrating more opportunities for student choice and voice, fostering greater ownership and personal connection to learning.</p> <p>Diversify Homework Tasks: Staff will experiment with varied types of out-of-class learning activities that move beyond traditional assignments. Examples may include:</p> <p>Choice-based problem sets Student-selected writing topics</p>	All Students	

	<p>Project extensions Real-world applications</p> <p>Ensure Developmental Appropriateness and Independence: Assignments will be reviewed to ensure they are developmentally appropriate, differentiated, and designed to be completed independently without requiring significant outside support.</p> <p>Connect to Students' Interests and the Real World: Teachers will align homework tasks with students' skills, interests, learning needs, and/or current events to increase relevance and authenticity.</p> <p>This work will serve dual purposes: (1) enhancing instructional relevance for all students, and (2) ensuring alignment with the WASC action plan related to rigor, engagement, and real-world connections. Findings and refined practices will be incorporated into the 2026–2027 WASC self-study report.</p>		
3.8			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024–2025 school year, Malibu High School effectively initiated and sustained multiple strategies designed to enhance student engagement, relevance, and inclusive practices in alignment with our SPSA goals and the WASC Mid-Cycle recommendations.

Key strategies included the expansion of project-based learning (PBL) across departments, increased student voice and ongoing survey data analysis, and the deepening of inclusive practices through programs such as Restorative Justice, Civic and Social Leadership (CSL), and mindfulness programming. Departments engaged in targeted instructional planning focused on increasing real-world connections and providing students with authentic learning tasks.

Additionally, the school began evaluating and refining homework practices to better reflect engagement, student autonomy, and developmental appropriateness, laying the groundwork for more systemic instructional shifts during the WASC full self-study year (2025–2026).

Professional development was intentionally aligned to these goals, with staff participating in PBL training, blended learning cohorts, and workshops on inclusive pedagogy. Student climate data, classroom observation, and increased participation in enrichment programs suggest that the strategies are contributing to gradual gains in engagement and sense of belonging.

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

There were no significant deviations between the intended implementation and budgeted expenditures. Site Formula Funds and Stretch Grant allocations were effectively used to support professional development, student wellness initiatives, and academic programming, including Support Period structures and intervention supports.

One area still in development is some components of CTE credentialing, which depend on district-level coordination and timelines. While these initiatives were planned, full implementation may extend into the next school year. Similarly, additional restorative justice training is still underway, with more staff to be trained in 2025–2026 to meet full program implementation goals.

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

In preparation for the 2025–2026 WASC full self-study and visit, the school will make the following strategic adjustments:

Homework Practices (see revised “Homework” strategy section): Staff will engage in a formal review of homework relevance, emphasizing student choice, developmental appropriateness, and real-world application. This aligns with WASC recommendations and will be evaluated in the next cycle using student perception data and PLC reflection.

Department Goals (reflected in Department Strategy sections): Each department will implement at least one project-based or authentic task, incorporate student identity-affirming practices, and gather student feedback on instruction at least once per semester. These departmental commitments will support consistency in implementing schoolwide goals for engagement and relevance.

Refined Student Voice Metrics: While perception surveys will remain the primary metric, additional emphasis will be placed on student focus groups and qualitative feedback loops to provide deeper insights into relevance, inclusion, and engagement (reflected in Student Voice and Relevancy sections).

Monitoring Tools: The Support Period and Enriching Students platform will be evaluated and adjusted for effectiveness in delivering targeted interventions and monitoring student engagement across at-risk groups.

These refinements and shifts are clearly outlined in updated SPSA Goal 6 (school connectedness), Goal 7 (instructional relevance), and associated strategy sections (Homework, Department Strategies, Staff Training, and Student Voice).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Professional Learning Communities and Collaboration Culture

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

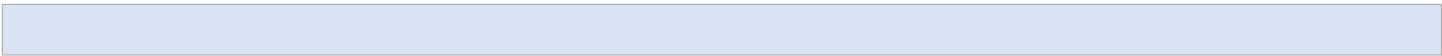
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Supporting English Learners

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,982.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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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 (\$)
Site Formula Funds	\$121,982.00
Stretch Grant (Ed Foundation)	\$29,000.00

Subtotal of state or local funds included for this school: \$150,982.00

Total of federal, state, and/or local funds for this school: \$150,982.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,735.22	1,735.22
Title II (Teacher Improvement)		
Site Formula Funds	131982.00	10,000.00
Stretch Grant (Ed Foundation)	29000.00	0.00
Parent-Teacher Association (PTA)		

Expenditures by Funding Source

Funding Source	Amount
Site Formula Funds	121,982.00
Stretch Grant (Ed Foundation)	29,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	29,782.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Site Formula Funds	121,982.00
	Stretch Grant (Ed Foundation)	29,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,750.00
Goal 2	17,132.00
Goal 3	118,100.00

School Site Council Membership

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

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

Name of Members	Role
Adam Almeida	Principal
Madison Hassler	Classroom Teacher
Makenna Samsel	Classroom Teacher
Alex Aspron Ladesich	Other School Staff
Elissa Marshall	Parent or Community Member
Loan Kim	Parent or Community Member
Soniya Perl	Parent or Community Member
Kellye McKinna	Parent or Community Member
Parker Kaplan	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: SLT, Department Chair, and PTSA

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 05/15/2025.

Attested:



Principal, Adam Almeida on May 15, 2025



SSC Chairperson, Makenna Samsel on May 15, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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