



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu Middle School	19-64980-0139311	5-8-2025	6-24-2025

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 Middle 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. Malibu Middle 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 Middle 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. Malibu Middle School does not receive Title I funds.

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)

MMS Process: Malibu Middle School Site Council analyzes data and monitors progress towards the goals through assessment data, survey data and reports from teachers and students. In 2024-25, MMS focused on students engagement as activities and student collaborative conversations as the priority for PD and for instructional improvements. Guided by the Site Leadership Team (SLT) the PD focus and the discussion focus for the teacher collaborative teams revolved around student collaborative conversations and engagement. These were the focus items for the professional learning walks throughout the school year.

# Educational Partner Involvement

How, when, and with whom did Malibu Middle 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, regular Staff Meetings, and monthly PTSA meetings. School site council designs monitors and approves the SPSA. Malibu Middle School Site Council analyzes data and monitors progress towards the goals through assessment data, survey data and reports from teachers and students. In 2024-25, MMS focused on students engagement as activities and student collaborative conversations as the priority for PD and for instructional improvements. School Site Council Review and Approval-5-15-2025.

Malibu Middle School has below 21 English Learner students and does not have an English Learner Advisory Committee.

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

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

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

Programs available for EL students are few due to the low numbers of students identified as English Learners (8)

## 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.

none

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 - socially disadvantaged students are in orange and overall is green  
ELA - hispanic group is orange, overall is blue  
Math - hispanic group is orange, overall is green.

### 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 additional data.

## Surveys

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

In Spring 2025, a school culture and climate survey was administered to students, staff and parents (n=235). Three elements to celebrate are: 82% of respondents agreed that the campus design, emergency procedures, and safety protocols are effective. 100% of staff reported having positive relationships with their colleagues, and teachers talk positively about students in shared spaces. 75% of participants said they like their school, and 72% rated the overall quality of education as Good or Excellent. Three key findings and areas of growth are: Only 57% of students reported experiencing joy at school, and just 41% see how classroom learning connects to the real world or their future, while 78% agree that the school has policies to report and address racism, 19% of students report having experienced racism or discrimination, and 64% of those incidents were not reported to any adult and while 82% say schools encourage family attendance at events, only 20–36% of parents regularly engage through meetings, workshops, or providing input. Workshops to help support student learning were only offered to 28% of families.

The CA Healthy Kids Survey was administered during the 2024-25 school year. It was given to students in grades 7. Following are key strengths and areas of growth from this years CHK survey:

School highlights:

91% of students say they try hard on schoolwork, up from 85% in 2023.

77% of students say they feel a part of the school, up 12 percentage points since 2023. Students reporting being harassed or bullied dropped from 33% to 20%, a significant 14-point improvement.

Suggestions for growth:

Only 31% of students feel they engage in meaningful participation (e.g., decision-making, impactful activities), compared to a state average of 24%.

Only 45% of students agree the school is clean and tidy, down from 56% in 2024—a 9-point drop.

53% of students believe parents feel welcome at school, down from 60% last year.

## **Classroom Observations**

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

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

Feedback from the professional learning walks:

### **Learning Environment**

The learning environments were clearly designed to promote engagement and focus. We saw evidence of spaces that were safe, welcoming, and inclusive, where students know their voices are heard and valued. The group observed a strong rapport and connection between students and educators. In multiple classrooms, students actively discussed and shared ideas, demonstrating a commitment to collaborative learning. Teachers skillfully encouraged discussion, allowing students to articulate their thoughts and engage deeply with the material. This culture of open dialogue enhances critical thinking and helps students learn from each other.

### **Structure and Lesson Design**

Effective classroom structures and lesson design elements were evident across multiple rooms. Teachers employed clear routines and well-established procedures, ensuring that lessons run smoothly and maximize instructional time. Some examples include: sentence frames and stems, graphic organizers, specific note-taking tools, and assigned roles. We noticed partnerships between students that consist of groups of 2, 3, 4 as well as table groups. These various structures enabled students to focus on learning with minimal disruption, while also fostering independence, as students understood what was expected of them.

### **Student Talk**

It was inspiring to see students working together sharing their ideas, and listening to each other's perspectives with respect and understanding. Their ability to communicate effectively and support

one another in group activities reflects the values we strive to cultivate here at Malibu Middle School. Students were eager to discuss the curriculum and used prompts given to push each other's thinking. These skills not only enhance their academic growth but also prepare them for future success in high school, college, and beyond.

Some recommended, actionable next steps to help push the work forward are:

How can flexible grouping structures and movement be used to increase student engagement and allow more voices to be heard and shared amongst all?

What communication skills are explicitly being taught to help facilitate growth in academic conversation?

How can we share and support each other in this work?

## **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)

### 2023-2024 CAASPP SUMMATIVE DATA:

75% of 6th grade students met or exceeded standard in ELA  
43% of 6th grade students met or exceeded standard in Math

67% of 7th grade students met or exceeded standard in ELA  
58% of 7th grade students met or exceeded standard in Math

64% of 8th grade students met or exceeded standard in ELA  
43% of 8th grade students met or exceeded standard in Math

### 2022-2023 CAASPP SUMMATIVE DATA:

58% of 6th grade students met or exceeded standard in ELA  
48% of 6th grade students met or exceeded standard in Math

63% of 7th grade students met or exceeded standard in ELA  
57% of 7th grade students met or exceeded standard in Math

66% of 8th grade students met or exceeded standard in ELA  
47% of 8th grade students met or exceeded standard in Math

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

Malibu Middle School created an SLT which uses data and survey results, our focus was determined to be:

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

The goal of the SLT is to:

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

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





# 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 Middle 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	0.37%	0%	0.81%	1	0	2
African American	1.87%	1.57%	2.43%	5	4	6
Asian	1.87%	3.14%	4.05%	5	8	10
Filipino	0.75%	0.78%	1.21%	2	2	3
Hispanic/Latino	16.10%	14.12%	12.55%	43	36	31
Pacific Islander	%	0%	%	0	0	
White	73.03%	76.08%	75.30%	195	194	186
Two or More Races	5.99%	4.31%	3.24%	16	11	8
Not Reported	%	0%	0.40%	0	0	1
Total Enrollment				267	255	247

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	76	93	77
Grade 7	82	74	98
Grade 8	109	88	72
Total Enrollment	267	255	247

#### Conclusions based on this data:

1. The number of overall students has decreased by 20 students (7.5%) in the past two years.
2. Number of incoming students coming from elementary feeder school is decreasing year after year.
3. New HS campus, new MS campus construction and new instructional programs will be an effort to stabilize enrollment.

# 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	16	18	11	7.1%	6.0%	4.5%
Fluent English Proficient (FEP)	32	25	31	8.0%	12.0%	12.6%
Reclassified Fluent English Proficient (RFEP)	21	13	20	7.9%	5.1%	8.1%

### Conclusions based on this data:

1. A small number of EL students are at levels 1 or 2 which inhibit the ability to offer multiple types of supplemental ELD support
2. Given the small number, general education teachers must differentiate and utilize integrated ELD strategies within the general education coursework - integrated ELD instruction.
3. It appears programming in the elementary school is effective in helping students redesignate.

# 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 6	76	93	74	71	90	71	70	90	71	93.4	96.8	95.9
Grade 7	87	75	100	83	70	99	83	70	99	95.4	93.3	99
Grade 8	109	86	78	107	78	73	107	78	73	98.2	90.7	93.6
All Grades	272	254	252	261	238	243	260	238	243	96.0	93.7	96.4

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 6	2566.	2542.	2578.	28.57	20.00	26.76	48.57	37.78	47.89	12.86	23.33	19.72	10.00	18.89	5.63
Grade 7	2602.	2573.	2590.	27.71	22.86	27.27	48.19	40.00	40.40	15.66	21.43	21.21	8.43	15.71	11.11
Grade 8	2620.	2607.	2607.	28.97	34.62	26.03	51.40	30.77	38.36	11.21	23.08	27.40	8.41	11.54	8.22
All Grades	N/A	N/A	N/A	28.46	25.63	26.75	49.62	36.13	41.98	13.08	22.69	22.63	8.85	15.55	8.64

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 6	35.71	24.44	25.35	51.43	58.89	66.20	12.86	16.67	8.45
Grade 7	31.71	21.43	22.22	60.98	65.71	65.66	7.32	12.86	12.12
Grade 8	37.38	24.36	30.14	54.21	66.67	58.90	8.41	8.97	10.96
All Grades	35.14	23.53	25.51	55.60	63.45	63.79	9.27	13.03	10.70

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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 6	20.00	15.56	21.13	68.57	57.78	67.61	11.43	26.67	11.27
Grade 7	34.15	27.14	32.32	58.54	57.14	54.55	7.32	15.71	13.13
Grade 8	33.64	24.36	26.03	57.01	56.41	60.27	9.35	19.23	13.70
All Grades	30.12	21.85	27.16	60.62	57.14	60.08	9.27	21.01	12.76

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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 6	20.00	17.78	21.13	77.14	76.67	74.65	2.86	5.56	4.23
Grade 7	13.41	15.71	19.19	82.93	77.14	70.71	3.66	7.14	10.10
Grade 8	27.10	26.92	16.44	71.03	69.23	79.45	1.87	3.85	4.11
All Grades	20.85	20.17	18.93	76.45	74.37	74.49	2.70	5.46	6.58

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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 6	28.57	18.89	30.99	64.29	68.89	61.97	7.14	12.22	7.04
Grade 7	37.35	25.71	32.32	56.63	62.86	61.62	6.02	11.43	6.06
Grade 8	31.78	41.03	26.03	60.75	52.56	67.12	7.48	6.41	6.85
All Grades	32.69	28.15	30.04	60.38	61.76	63.37	6.92	10.08	6.58

**Conclusions based on this data:**

1. Reading, Listening and Research proficiencies are high
2. % above standard in Reading overall has a 10 point drop in the past two years.
3. 23-24 7th graders more than doubled the % not met in listening skills. (24-25 8th graders)

# 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.

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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 6	76	93	74	72	91	71	72	91	71	94.7	97.8	95.9
Grade 7	87	75	100	82	70	99	82	70	99	94.3	93.3	99
Grade 8	109	86	78	105	74	71	105	74	70	96.3	86.0	91
All Grades	272	254	252	259	235	241	259	235	240	95.2	92.5	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2546.	2542.	2560.	31.94	25.27	32.39	22.22	23.08	19.72	23.61	29.67	32.39	22.22	21.98	15.49
Grade 7	2552.	2565.	2572.	24.39	27.14	27.27	24.39	30.00	31.31	28.05	17.14	21.21	23.17	25.71	20.20
Grade 8	2580.	2567.	2576.	30.48	28.38	32.86	20.95	18.92	10.00	24.76	20.27	25.71	23.81	32.43	31.43
Grade 11															
All Grades	N/A	N/A	N/A	28.96	26.81	30.42	22.39	23.83	21.67	25.48	22.98	25.83	23.17	26.38	22.08

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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 6	27.78	18.68	25.35	54.17	59.34	59.15	18.06	21.98	15.49
Grade 7	29.27	34.29	20.20	42.68	35.71	60.61	28.05	30.00	19.19
Grade 8	26.67	27.03	31.43	51.43	39.19	41.43	21.90	33.78	27.14
Grade 11									
All Grades	27.80	25.96	25.00	49.42	45.96	54.58	22.78	28.09	20.42

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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 6	19.44	19.78	23.94	54.17	59.34	59.15	26.39	20.88	16.90
Grade 7	18.29	27.14	29.29	63.41	54.29	53.54	18.29	18.57	17.17
Grade 8	28.57	22.97	22.86	49.52	62.16	54.29	21.90	14.86	22.86
All Grades	22.78	22.98	25.83	55.21	58.72	55.42	22.01	18.30	18.75

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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 6	29.17	16.48	22.54	55.56	68.13	61.97	15.28	15.38	15.49
Grade 7	21.95	21.43	22.22	67.07	68.57	62.63	10.98	10.00	15.15
Grade 8	25.71	20.27	28.57	59.05	58.11	60.00	15.24	21.62	11.43
All Grades	25.48	19.15	24.17	60.62	65.11	61.67	13.90	15.74	14.17

**Conclusions based on this data:**

1. Overall achievement is relatively stable - 21-22 51.35% of students met or exceeded. 23-24 52.09% of students met or exceeded.
2. Concepts and procedures has slight increase from 77.22% in 21-22 to 79.58% on 23-24
3. Overall, the data presents an opportunity to explore why performance on this measure differs from classroom performance and other standardized assessments, which may offer valuable insights to support continued student growth.

# 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
6	*	*	*	*	*	*	*	*	*	*	5	*
7	*	*	*	*	*	*	*	*	*	5	*	5
8	*	*		*	*		*	*		4	5	
All Grades										12	11	8

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
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	54.55	*	36.36	27.27	*	27.27	18.18	*	9.09	0.00	*	11	11	*

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
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	81.82	*	72.73	18.18	*	9.09	0.00	*	0.00	0.00	*	11	11	*



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
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	36.36	*	36.36	18.18	*	18.18	27.27	*	18.18	18.18	*	11	11	*

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	9.09	36.36	*	63.64	63.64	*	27.27	0.00	*	11	11	*

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	81.82	100.00	*	18.18	0.00	*	0.00	0.00	*	11	11	*

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	27.27	36.36	*	45.45	27.27	*	27.27	36.36	*	11	11	*

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	27.27	18.18	*	54.55	54.55	*	18.18	27.27	*	11	11	*

**Conclusions based on this data:**

1. Malibu Middle School continues to have a small number of EL students.
2. MMS has an ongoing need for specific support for individual students at beginning levels.
3. Students are doing well in social and academic settings but are not meeting assessed benchmarks..

# 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
247	15.4%	4.5%	0.0%
Total Number of Students enrolled in Malibu Middle 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	11	4.5%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	38	15.4%
Students with Disabilities	24	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.4%
American Indian	2	0.8%
Asian	10	4%
Filipino	3	1.2%
Hispanic	31	12.6%
Two or More Races	8	3.2%
Pacific Islander	0	0.0%
White	186	75.3%

### Conclusions based on this data:

- Hispanic population makes up the highest non-White race/ethnicity group (12.6%)

2. While the percent of English Learners is lower (7.1%) there are many students that have been reclassified as English learners who can continue to benefit from classroom supports.
3. General education teachers will need to continue to plan and deliver lessons with supports in place for English learners and students with disabilities.

# 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.

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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.”



### 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>Chronic Absenteeism</div> <div></div> <div>Yellow</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>		

#### Conclusions based on this data:

- Absenteeism continues to be a concern in the yellow band.
- Math proficiency has not significantly improved over time and has remained relatively stable.
- Green suspension rates points to positive citizenship of the Malibu Middle School students and the success of finding alternatives to student suspension.



# School and Student Performance Data

## Academic Performance English Language Arts

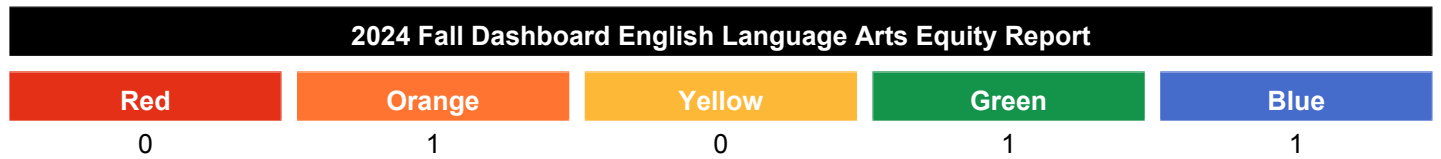
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>42.3 points above standard</div> <div>Increased 22.2 points</div> <div>232 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0.4 points above standard</div> <div>Increased 54.5 points</div> <div>21 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 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>Green</div> <div>8.0 points above standard</div> <div>Increased 10.3 points</div> <div>43 Students</div>

<b>Students with Disabilities</b>  No Performance Color 100.9 points below standard Declined 12.3 points 20 Students	<b>African American</b>  No Performance Color Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color Less than 11 Students 10 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Orange 13.6 points below standard Declined 4.0 points 31 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 8 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 45.7 points above standard Increased 27.3 points 173 Students

**Conclusions based on this data:**

1. Hispanic students are scoring 13.6 points behind the standard, with a four-point decline over the past year. This trend signals a need for targeted attention and support to address the gap and reverse the decline.
2. Socio-economically disadvantaged (yellow) - it cannot be assumed that all students have access to materials and supports in their home environment when considering activities and planning lessons.
3. Overall, MMS students are performing well at 20 points above standard.



# School and Student Performance Data

## Academic Performance Mathematics

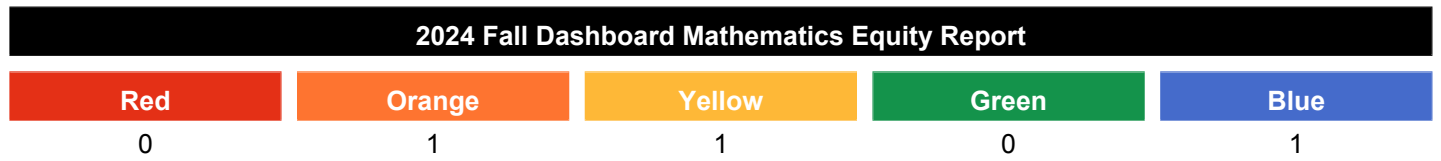
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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>0.8 points below standard</div> <div>Increased 18.5 points</div> <div>230 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>43.6 points below standard</div> <div>Increased 58.3 points</div> <div>21 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 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>Yellow</div> <div>34.6 points below standard</div> <div>Increased 31.2 points</div> <div>42 Students</div>

<b>Students with Disabilities</b>  No Performance Color 119.4 points below standard Declined 13.1 points 20 Students	<b>African American</b>  No Performance Color Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color Less than 11 Students 10 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Orange 60.1 points below standard Maintained 2.4 points 31 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 8 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 2.4 points above standard Increased 22.1 points 172 Students

**Conclusions based on this data:**

1. Math continues to remain relatively stable with no substantial growth or decline.
2. Socioeconomically challenged students and hispanic students are over 60 points below standard.
3. Overall, all MMS student scores decreased by 13 points from the previous year..

# 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.

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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 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 making progress.</div> <div>Number Students: 8 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 5 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

### Conclusions based on this data:

1. Not enough students to receive a progress indicator for MMS's English learner category.

# School and Student Performance Data

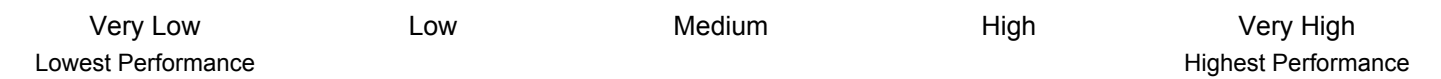
## Academic Performance College/Career Report

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.

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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 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		
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:

1. .

# 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.

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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 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		
<div>All Students</div> <div> Yellow</div> <div>14.3% Chronically Absent</div> <div>Declined 6.4</div> <div>258 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 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>5 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> Yellow</div> <div>15.2% Chronically Absent</div> <div>Declined 5.9</div> <div>46 Students</div>

<b>Students with Disabilities</b>  No Performance Color 20% Chronically Absent Increased 2.1 25 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Yellow 16.1% Chronically Absent Declined 0.5 31 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 15.7% Chronically Absent Declined 6.2 197 Students

**Conclusions based on this data:**

1. Overall chronic absenteeism declined (-6.4) from last year.
2. White students had the most notable level of attendance decrease (-17.6)
3. Socioeconomically disadvantaged students (-5.9) and Hispanic students (-0.5) both experienced decline in attendance.

## 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.”

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2024 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

### 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:

# School and Student Performance Data

## Conditions & Climate Suspension Rate

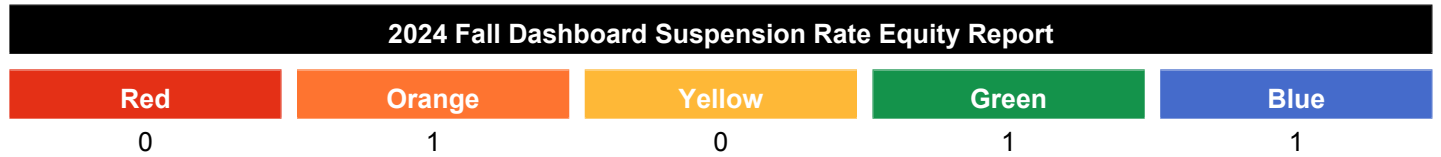
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides information about 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>1.9% suspended at least one day</div> <div>Declined 1%</div> <div>261 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 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>5 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> Orange</div> <div>4.3% suspended at least one day</div> <div>Increased 2.3%</div> <div>47 Students</div>



<b>Students with Disabilities</b>  No Performance Color 4% suspended at least one day Increased 4% 25 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Maintained 0% 31 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 2% suspended at least one day Declined 1.4% 200 Students

#### Conclusions based on this data:

1. Overall, student suspension rates at MMS remains low and a commendable aspect of daily citizenship by students and a commitment to alternatives to student suspension.
2. Socio-economically disadvantaged students is at 4.3% of the population. The largest of any group.
3. Zero Hispanic students suspended from school

# 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.

#### Math and ELA proficiency

SPSA Site Goals:

By May 2026, 65% of students in grades 6–8 will meet or exceed grade-level standards on the CAASPP Math assessment, reflecting an increase of at least 10 percentage points from the 2025 baseline. Progress will be monitored through benchmark assessments administered three times annually, with targeted interventions provided for students identified as below standard.

By May 2026, 80% of students in grades 6–8 will meet or exceed grade-level standards on the CAASPP ELA assessment, representing measurable growth from the 2025 results. Progress will be tracked using diagnostic assessments administered three times per year, with data used to inform differentiated instruction, literacy interventions, and professional development focused on reading comprehension and writing skills.

### 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.

### 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
23-24 MMS CAASPP Math	MATH data: 22-23 Summative CAASSP 6th grade at standard - 46/94 - 49% 7th grade at standard - 41/72 - 57% 8th grade at standard - 35/74 - 47% Overall - 122/240 - 50.8%	65% of students meet/exceed standards
23-24 MMS CAASPP ELA	ELA CAASPP - Sp. '23 6th - 74% met standard (49/66) 7th - 49% met standard (45/92) 8th - 64% met standard (46/72)	80% of students meet/exceed standards
22-23 MMS CAASPP Math	MATH data: 22-23 Summative CAASSP 6th grade at standard - 46/94 - 49%	65% of students meet/exceed standards

	7th grade at standard - 41/72 - 57% 8th grade at standard - 35/74 - 47% Overall - 122/240 - 50.8%	
22-23 MMS CAASPP ELA	ELA CAASPP - Sp. '23 6th - 74% met standard (49/66) 7th - 49% met standard (45/92) 8th - 64% met standard (46/72)	80% of students meet/exceed standards

## 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 - focus on student engagement strategies.</p> <p>Students will increase student talk Students will use content-specific academic language Students will experience an increase in opportunities to move during class (especially during block classes) Staff will reduce direct instruction (teacher talk) Staff will increase the level of productive interaction during group exercises through assigned roles, accountable products and reflective summaries Staff will have the intentional focus of the use of academic language through modeling MMS will increase the engagement of students through monthly class meetings and grade level assemblies MMS will emphasize positive teacher-student relationships MMS will seek for every student to have at least one trusted adult at school MMS will pilot a pathway program, bringing relevant real world skills into the content of every classroom.</p>	All Students	4400 Site Formula Funds
1.2	<p>Assessment:</p> <p>MMS and teachers will ensure that students participate in all SMMUSD Assessment Continuum measurements to include diagnostic, progress monitoring, and interim/benchmark tools.</p> <p>Teachers will analyze the results of assessments to monitor progress and inform instruction</p>	All Students	2000 Site Formula Funds
1.3	<p>Department PLC teams and Core (grade level) teams</p> <p>Time will be scheduled and provided for staff to engage in the PLC process. PLCs will measure through analysis of lesson design and student work.</p>	All Students	3000 Site Formula Funds

	<p>SLT will facilitate at least 3 formal Learning Rounds as part of the cycle of inquiry.</p> <p>Core teams will have time available to meet over individual students that are struggling and seek to communicate with families and support resources at school</p> <p>Student engagement strategies will continue to be the lead focus for teacher activities and planning.</p>		
1.4	<p>Intervention support</p> <p>MMS will continue to organize intervention classes for English and Math during 7th period (opt in program)</p> <p>MMS will offer tutoring available for all students in English and Math after school.</p> <p>Teachers will utilize targeted support during Support (Advisory) class for students to access teacher help/assignment help in the classes they are struggling</p>	Targeted students for support	1100 Restricted Lottery

## 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.

Throughout the school year, teachers implemented targeted classroom interventions and engaged in ongoing assessment analysis to support student learning. Despite these efforts, instruction was significantly impacted by 19 days of school closure or remote learning due to wildfire-related damage. Upon returning to campus, the school placed a strong emphasis on supporting students' social-emotional well-being, recognizing the importance of reestablishing a sense of safety and connection before resuming full academic focus.

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

While the intended strategies and budgeted expenditures remained aligned with the original plan, implementation was affected by unanticipated disruptions, including 19 days of school closure or remote learning due to wildfires. As a result, some activities—particularly those requiring sustained in-person instruction—were delayed or adjusted in scope.

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

the School Site Council made the decision to hold all academic goals stable for the 2025–26 school year. This approach allows the school to more accurately assess the academic impact of the interruptions without introducing new variables. As a result, no changes have been made to the stated goals, annual outcomes, metrics, or strategies/activities at this time. This decision and rationale are reflected in the SPSA within the 'Analysis' section of each goal area, noting that stability in planning was prioritized to ensure consistent measurement and informed adjustments in the following 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.

#### English language learning students

Goal 1: By June 2025, 90% of English Learner (ELD) students enrolled at Malibu Middle School for the full academic year will improve by at least one proficiency level or maintain Level 4 on the ELPAC Summative Assessment. Progress will be monitored through ongoing formative assessments, teacher-designed language tasks, and designated ELD instruction. Targeted supports—including small-group instruction, academic language scaffolds, and collaboration between ELD and core content teachers

### 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.

Currently, the number of students eligible for the ELPAC Summative Assessment at Malibu Middle School is low, with only 8 students qualifying—well below the threshold of 21 students needed to support a dedicated ELD course program. Given this enrollment size, MMS is unable to offer a standalone ELD course. Therefore, the school will prioritize the integration of effective instructional strategies within general education classrooms to meet the linguistic and academic needs of ELD students. This approach will include professional development for all teachers on scaffolding techniques, differentiated instruction, and collaborative planning to ensure that ELD students receive targeted support across all content 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
ELPAC Summative assessment	Two students successfully met the criteria for reclassification, two students demonstrated growth by increasing their ELPAC proficiency level by one, and two students maintained a Level 3 on their ELPAC Summative Assessment.	The goal aims for 90% of students to increase their proficiency levels on the ELPAC Summative Assessment. In the current cycle, 67% of students (4 out of 6) showed growth by increasing their levels, indicating positive progress toward the target.

### 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	Provide professional development sessions at the start of the school year and quarterly follow-up workshops focused on explicit instructional strategies for English Learners, including designated ELD instruction, scaffolding techniques, and academic language development. Funding will	identified ELD students - all students	1900 Site Formula Funds

	cover trainer fees, instructional materials, and substitute coverage to allow teachers to attend.		
<b>2.2</b>	Conduct three structured learning walks during the 2024-25 school year focused specifically on the implementation of ELD instructional strategies within general education classrooms. Observers will collect evidence of differentiated instruction, targeted small group support, and the use of visuals, videos, templates, sentence frames, vocabulary banks, and front-loading techniques. Funding will support training for learning walk facilitators, possible substitute teachers for participating teachers, and materials to support ELD strategies. Additionally, funding will cover communication tools and staff time for timely parent reporting when students show low engagement, as well as resources to support targeted interventions during support period.	identified ELD students - all students	2018 Site Formula Funds
<b>2.3</b>	Students will access targeted academic support during designated support periods, including structured after-school tutoring sessions and wellness center tutoring focused on language development and core content skills. Funding will cover tutor salaries and materials for tutoring sessions.	Targeted students	1100 Restricted Lottery

## 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.

Although Malibu Middle School has a small population of English Learner students, the school made noticeable progress this year. Two students met the criteria to be reclassified, showing they are prepared to move beyond ELD services. In addition, two students increased their ELPAC proficiency levels, which points to effective language development efforts. Two other students maintained a steady Level 3, demonstrating consistent performance. These results reflect the benefits of focused instructional strategies and set a strong foundation for continued support and growth for our English Learners.

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

Because Malibu Middle School has a small number of English Learner (EL) students, it's been challenging to provide the same level of individualized support and dedicated ELD courses that larger schools can offer. As a result, the school has focused on integrating ELD strategies within general education classrooms instead of running separate ELD classes. The budget reflects this approach, with most funds going toward professional development on integrated ELD methods, classroom resources, and coaching support, rather than hiring staff for standalone ELD programs. This has allowed us to use our resources efficiently by helping all teachers support EL students in their everyday instruction. While the budget was followed as planned, we continue to face the challenge of making sure EL students get enough targeted support within this integrated framework.

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.

After reviewing the current implementation and results, we've decided to keep our goal focused on strengthening integrated ELD instruction within general education classrooms. To support this, we will continue to offer and expand professional development opportunities that help teachers improve their skills with integrated ELD strategies. We'll also

place greater emphasis on ELD-related criteria during classroom walkthroughs to provide more consistent feedback and targeted support for teachers.

We will keep using ELPAC growth and observations from walkthroughs as key measures of progress. To get a clearer picture of how things are going, we plan to improve our documentation and data collection methods tied to these walkthroughs.

# 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.

#### Culture and Climate

Goal 1: By May 2026, 75% of Malibu Middle School students will report having a caring adult at school as "Pretty Much True" or "Very Much True" on the Caring Relationships Scale (CHKS, Table A 6.5). To support this, the school will implement targeted strategies such as staff training on relationship-building, increased opportunities for student-adult interactions through advisory and mentoring programs, and regular monitoring of student feedback to ensure continuous improvement in fostering supportive school connections.

Goal 2: By May 2026, fewer than 10% of Malibu Middle School students will report experiencing high boredom and low value in school, as measured by the School Boredom Profile Groups on the CHKS (Table A6.12A). To achieve this, MMS will implement targeted engagement strategies including differentiated instruction, student voice initiatives, and enhanced extracurricular opportunities. Progress will be monitored through regular analysis of CHKS data and student feedback to guide ongoing improvements in making school more meaningful and engaging.

### 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.

As Malibu Middle School moves toward greater independence from Malibu High School, it becomes increasingly critical to prioritize the unique climate and culture tailored specifically to middle school learners. This developmental stage demands that students feel recognized, valued, and actively engaged within their school community. Given our smaller school size, we have a valuable opportunity to leverage close-knit relationships, fostering a supportive environment where meaningful connections between students and staff can flourish. Emphasizing team-building activities and relationship-centered practices will help strengthen student belonging, increase engagement, and promote a positive, inclusive school culture that supports both academic and social-emotional growth.

### 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
CHKS	Currently, 15% of students report experiencing high levels of boredom and perceiving low value in their school experience. This indicates that a significant portion of the student body feels disengaged or disconnected from the learning environment, which can negatively impact motivation, attendance, and overall academic success. Understanding this baseline helps guide our efforts to implement targeted strategies aimed at increasing student engagement and making learning more relevant and meaningful for all students.	We aim to reduce the number of students who feel bored or see little value in school to less than 10%. This would reflect a meaningful improvement in student engagement and satisfaction, indicating that more students find their school experience interesting, relevant, and worthwhile. Achieving this outcome will show progress toward creating a more positive and motivating learning environment for all.
CHKS	Currently, 60% of students report having a caring and supportive relationship with at least one adult at school. This suggests that while a majority of students feel connected and supported, there remains a significant portion who may not yet experience that important level of adult engagement. Building on this foundation will be key to fostering a stronger sense of belonging and emotional support for all students moving forward.	We aim for at least 75% of students to feel they have a caring and supportive relationship with an adult at school. Reaching this level would indicate meaningful growth in students' sense of connection and trust within the school community, which is essential for their social and academic success. This outcome will reflect our ongoing efforts to strengthen relationships and ensure every student feels seen and supported.

## 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	Work with SMMUSD for every MMS staff member to become trained in Restorative Justice.	all students	3000 Site Formula Funds
3.4	Establish 8th grade - 6th grade mentor partnerships. 8th grade students will be identified, trained and used to help students in 6th grade support classes. This will include orientation to Malibu Middle school at the beginning of the year, games and team building throughout the year, and trained students in conflict resolution establishing the Manta Ray way. Mentors will play a significant role in the opening of the school year. Paid time for teachers to plan the orientation and mentorship activities.	all students	9365 Site Formula Funds
3.5	Continue with monthly grade level meetings (assemblies) that will include performances, games, student recognition, and campus messages and reminders. Grade level meetings are run to build a sense of community, identity and belonging for students at school. Additionally once a month will be a school-wide meeting (assembly) for the same purposes but to do it as a full school.	all students	1300 Restricted Lottery

# 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.

The percentage of students who perceive school as boring and of low value decreased from 20% to 15%, indicating that the strategies implemented had a positive impact. Efforts such as incorporating more engaging instructional practices, increasing opportunities for student choice, and enhancing extracurricular activities contributed to this improvement. While progress is evident, the data also suggest there is still work to be done to further reduce student disengagement. Overall, the activities have been effective in moving toward the goal, but ongoing refinement and continued focus on making learning meaningful will be important to sustain and build on these gains.

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

The goal was to have at least 75% of students report having a caring adult at school; however, the most recent data shows that 60% of students feel this way. While this represents an improvement, it falls short of the target. One factor influencing this outcome is the challenge of fully implementing all planned relationship-building activities due to staffing constraints and limited time for professional development focused specifically on fostering adult-student connections. Additionally, budget allocations primarily supported general training and resources rather than targeted initiatives directly aimed at increasing caring adult relationships. These differences between intended implementation and actual resource allocation likely impacted the pace of progress toward the goal. Moving forward, aligning funding more directly with relationship-building strategies may help close this gap.

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 light of the disruptions caused by the Franklin and Palisades fires, the Malibu Middle School community faced significant upheaval, including trauma, displacement, and a notable number of families relocating. These events impacted students' sense of stability and connection to school. Additionally, as MMS transitions to operating on a separate campus from Malibu High School, there is a unique opportunity to reestablish school identity and build a culture tailored specifically to middle school students.

As a result of this analysis, changes have been made to both the strategies and metrics associated with the goal. The revised approach includes a greater emphasis on community-building activities, expanded advisory programming, and structured opportunities for students to develop strong connections with peers and staff. The Caring Relationships metric from the California Healthy Kids Survey will remain central, but will now be supplemented by additional school-level climate surveys administered midyear to monitor progress more closely.

# 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.

### 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.

### 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	\$29,183.00
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 (\$)
Restricted Lottery	\$3,500.00
Site Formula Funds	\$25,683.00

Subtotal of state or local funds included for this school: \$29,183.00

Total of federal, state, and/or local funds for this school: \$29,183.00

# 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
Restricted Lottery	3500	0.00
Site Formula Funds	25,683	0.00
Site Formula Funds		
Parent-Teacher Association (PTA)		

## Expenditures by Funding Source

Funding Source	Amount
Restricted Lottery	3,500.00
Site Formula Funds	25,683.00

## Expenditures by Budget Reference

Budget Reference	Amount
	29,183.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Restricted Lottery	3,500.00
	Site Formula Funds	25,683.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,500.00
Goal 2	5,018.00
Goal 3	13,665.00

# School Site Council Membership

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

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

Name of Members	Role
Greg Schellenberg	Principal
Ari Jacobs	Classroom Teacher
Alexis Onesto	Classroom Teacher
Maureen Rosen	Classroom Teacher
Zoe Shapiro	Parent or Community Member
Amber Vanderbilt	Parent or Community Member
Tania Jolly	Other School Staff
Heather Alfano	Parent or Community Member
	Secondary Student
	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, PTSA, SSC serves as ELAC

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 5-19-2025.

Attested:



Principal, Greg Schellenberg on 5-19-2025



SSC Chairperson, Maureen Rosen on 5-19-2025

# 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](mailto: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](mailto: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](mailto: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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