School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu High School	19-64980	May 18, 2023	August 17, 2023

Purpose and Description

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

> Schoolwide Program
> The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified during the WASC Accreditation Self Study and Validation visit, completed October, 2020. A midterm onde-day visit as part of our WASC Accredidation process will be conducted in October, 2023.

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

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

The 2023-2024 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 socially just and ready for careers and college. (1, 2, 4, 7,8)

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

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st-century learning(1,3, 5, 6)

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

Comprehensive Needs Assessment Components

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

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

CULTURE AND CLIMATE SURVEY:

A Hanover Culture and Climate Survey was administered in Spring, 2023. Similar survey was administered the previous two years and comparative data is included. Some areas to celebrate included:

Rate school as good or excellent: 74% (74, 73)
Never been physically threatened by students at school: 88% (93, 91)
Never been bullied or harrassed online by students at school: 89% (86, 88)
I participate in extra curriculars: 67% (67, 65)
School prepares me for college: 72% (76, 76)
Sets high expectations for student achievement: 73% (77, 73)
Provide extra help to students when they need it: 78 (79, 89)

Some areas to address included:
Staff members are responsive then students report bullying: 58% (60, 63)
School has clean bathrooms: 53% (53, 61)
With race in mind, I feel included at my school: 66% (85, 79)
I attend school activities: 51% (54, 55)
School prepares me to engage with global community: 46% (52, 44)
High quality food is served: 18% (28, 31)
Teachers praise students effort on schoolwork: 51% (55, 58)

Some areas which had a decline from previous years included:

With race in mind, I feel welcome at school: 70% (82, 80)
Never been verbally harrassed by students at school 73% (72, 81)
Satisfaction with access to dual enrollment opportunities: 45% (51, 55)
Variety of AP Course: 62% (72,72)
My school develops ability to collaborate with others: 63% (72, 70)

Parent survey also reflects a safe school with parents reporting student never being physically threatened at school (93%), being bullied or harrassesd online (84%) and never verbally harrassed at school (73%).

SENIOR EXIT SURVEY:

A Senior Exit Survey was administered during the 2022-2023 (n=88) school year. 82% rated their education as excellent or good. They were most satisfied with instruction in History (93%) and English (92%) and less in Science (63%, Computing and technology (47%) and CTE (55%). 86% were satisfied with variety of AP courses and 87% with access to AP courses. 74% participated in competitive interscholastic sports. 82% felt safe from threats and bullying at school. 51% said students respect other students who are different from themselves. 72% were satisfied with the services offered by the counseling office. 39% began thinking about college in elementary school with 97% expecting to earn a bachelors (54) or higher (32 MA/MS, 11 Doctorate).

In 2021-2022 (n=112), 84% of seniors rated their quality of education as excellent or good. They were most satisfied with their experience in English (96%) and History (91%) and not as much in Computing/Technology (56%) and Science 47%. 88% were satisfied with variety of AP courses and 93% with access to AP courses. 72% participated in a competitive sport. 73% felt safe from threats and bullying at school. However, only 54% of seniors said students at this school respect others who are different from themselves. 61% were very satisfied or satisfied with the counseling office. Previously, in 2020-2021 (n=140) school year. 75% of students were very satisfied/satisfied with access to AP coursework but only 58% with access to dual enrollment coursework. 65% of students would have liked more preparation with job-seeking skills. Overall, 79% rate their quality of education as excellent or good. 93% report planning on obtaining a 4 year degree or higher. 61% report having participated in a sport. 72% reported feeling safe

from threats or bullying at school. In 2019-2020, 70% of students were very satisfied/satisfied with access to AP coursework but only 47% with access to dual enrollment coursework. 61% of students would have liked more preparation with job-seeking skills. Overall, 70% rate their quality of education as excellent or good. 88% report planning on obtaining a 4 year degree or higher. 73% report having participated in a sport.   During the 2018-2019 school year, 61 percent of students would have liked more preparation in job-seeking skills. 23% rate their education at SMMUSD as excellent and another 47% as good. 30% of students began thinking about college in elementary school, 21% in Middle School and the other 50 percent throughout grades 9-12. 65% plan to attend 4 year college, and an additional 39% a 2 year college. 46% of our graduates plan to eventually pursue a masters or doctoral degree. 73% participated in athletics while at MHS, 30% in music programs.

CALIFORNIA HEALTHY KIDS SURVEY:

CHKS is administered to students in grades 9 and 11. It was administered in Fall, 2022 (n= 90/79). 71%/69% feel connected to school. However, 44%/42% report school is boring with 16%/19% saying it is worthless or a waste of time. 65%/71% report positive caring adult relationships. Students report feeling safe or very safe (gr 9 87%, gr 11 78%). A higher number, 31%/21% report experiencing bullying or harassment. 81%/93% have never been afraid to be beat up, 89%/93% have never been in a physical fight, 89%/97% have never seen a weapon on campus. However, 74%/77% have never experienced cyber bullying. Our substance abuse numbers were lower than previous years with 19/25 reporting current alcohol/drug use. 10%/13% reporting using marijuana, 1%/12% using cigarettes, 7%/19% vaping (of that 6/13 tobacco vaping and 5/13 marijuana vaping). Also of concern, 17%/28% report going to bed after midnight. 33%/30% report social emotional distress and 13%/11% have considered suicide.

During 2021-2022, students report feeling safe or very safe (gr 9 80%, gr 11 76%). 2%/21% report never experiencing bullying or harassment. 92%/98% have never been afraid to be beat up, 93%/98% have never been in a physical fight, 92%/97% have never seen a weapon on campus. However, 74%/77% have never experienced cyber bullying. Our substance abuse numbers are higher with 30/46 reporting current alcohol/drug use. 17%/25% reporting using marijuana, 4%/18% using cigarettes, 18%/21% vaping (of that 16%/20% tobacco vaping and 12%/16% marijuana vaping). Also of concern, 34%/29% report going to bed after midnight. 35%/27% report social emotional distress and 12%/14% have considered suicide.

The CA Healthy Kids Survey was not administered during the 2020-2021 school year due to closures. In 2019-2020, it was given to students in grades 9, 11 and to parents in grades 9-12 .   The summary from the 2019-2020 student administration of key indicators in Grade 11 shows 62% agree/strongly agree in regards to school connectedness, 63% in regards to academic motivation, 8% chronically truant, 68% caring adult relationships, 75% high expectations, 34% meaningful participation, 55% facilities upkeep, and 37% parental involvement. 61% perceive school as safe, 22% experienced harassment or bullying, 24% had mean rumors or lies spread, 3% been afraid to be beaten up, 3% been in physical fight an 3% seen weapon on campus. 38% report current alcohol use in last 30 days, 20% marijuana use, 23% binge drinking in last 30 days. 11% report being drunk or high at ever. 4% report cigarette use in last 30 days, and 19% report e-cigarette use. 38% have experienced chronic sadness/hopelessness and 17% considered suicide. Parents (n=117) results showed: In regards to parental involvement, 74% agree/strongly agree that the school encourages them to be an active partner, 86% say staff treat parents with respect, and 82% say staff are helpful to parents. 95% of parents report attending a general school meeting. In regards to school to parent communication, 92% say the school keeps them informed about school activities and 73% say school responds to email/phone calls. In regards to student learning environment, 89% agree/strongly agree that the school promotes academic success and 81% say the learning environment is supportive and inviting. 87% agree/strongly agree that the adults really care about students and 88% say school is safe. Staff (n=37) results showed: 98% strongly agree/agree the school is a supportive and inviting place for students to learn, 95% say we promote academic success, 98% say they emphasize helping students when they need it, and 98% say school is a safe place for students. The summary from the 2018-2019 student administration of key indicators in Grade 11 shows 69% agree/strongly agree in regards to school connectedness, 72% in regards to academic motivation, 2% chronically truant, 71% caring adult relationships, 80% high expectations, 32% meaningful participation, 43% facilities upkeep, and 54% parental involvement. 82% perceive school as safe, 12% experienced harassment or bullying, 16% had mean rumors or lies spread, 4% been afraid to be beaten up, 2% been in physical fight an 0% seen weapon on campus. 30% report current alcohol use in last 30 days, 18% marijuana use, 14% binge drinking in last 30 days. 14% report being drunk or high at school 7 or more times ever and 14% at least once. 6% report cigarette use in last 30 days, and 22% report e-cigarette use. 41% have experience chronic sadness/hopelessness and 14% considered suicide.

OLWEUS SURVEY:

The OLWEUS student perception survey on school climate and bullying behaviors was administered in 22-23 (n=455). Unfortunately, the data is grades 6-12 combined with no way to separate. It appears this impacted accuracy of information. However, 20.7% report disliking or disliking very much school. 70.3% say they have never been bullied in

in the last few months with another 18.3% reporting once or twice. Spreading rumors, being left out, and having mean things said seem to be the most common types of bullying behavior. 14 students (3.1%) report being bullied with mean names or comments about race/gender. Bullying happen most frequently on playground, gym class, or other classroom when teacher is not in the room.   It was not administered during the 2021-2022, 2020-2021, 2019-2020 or 2018-2019 school years. The 2017-2018 and the 2016-2017 school year which included students in grades 6-12, had 42.2% of students reporting linking school or liking school very much in February 2018. 9% of students reported having 1 or fewer friends. 73% of students reported never having been bullied with an additional 17.5% stating once or twice. The most prevalent (31.2%) place where bullying occurs is in class with teacher present. 88% of students say they have never bullied others with an additional 8.2% saying once or twice.

OTHER/SITE/WASC SURVEYS:

At the start of the 2019 year WASC perception surveys were administered to parents, students, and staff as part of the accreditation process. Strengths from the parent survey were noted in SLOs aligned with desired outcomes (94% strongly agree or agree), MHS promotes values in mission statement at 81% , 86% say students meet/exceed SLOs, 75% rigorous and relevant curriculum, 81% promote basic skills, 77% say pacing appropriate, 72% get student to think at higher levels, 80% say staff set high expectation, 70% say students prepared for college and career, 86% report student feels safe at school, 89% report student has access to academic and social/emotional support. Areas to improve include: 17% rely on textbook, 21% business/community p[partnerships, 23% variety of course offerings, 20% real world connections, 15% how school resources are used. The staff survey showed strengths in 96% high exceptions, 100% emergency procedures, 92% personal support, 84% use data to inform department work, 76% on equity in honors/AP enrollment, 84% respond to student feedback on lesson. 84% use tech, 88% report having reduced teacher talk, 84% modify lesson based on assessment, 80% conduct educational research in subject area, 83% standards aligned. Areas to improve include: 15% facilities and resources, 15% clean environment, students sing assessment to modify learning 12%, department collaboration 12%, 16% equity in honors/AP. The student survey shows strengths in: basic skills 81%, use of google classroom 90%, 83% elective class, 75% history, 74% math class, academic support 70%, 69% staff interaction. Areas to improve include: 15% social emotional support, 13% safety, 20% Science, 15% Illuminate use, 20% reliance on tests, 27% real world connections, 19% college and career readiness, 20% school pride.

An English Learner Parent Survey was administered during the 2018-2019 school year. 83% of EL parents knew where to find info about school beliefs, policies, procedures for ELS, but only 71% understood EL core beliefs. 92% know how child identified, 69% reported being familiar with reclassification process. Only 65% agreed or strongly agreed they understand what their child needs to do to become fluent English proficient. No similar survey was administered in 2019-2020.

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 as described in the negotiated evaluation process. Additional informal observations are conducted by administrators throughout the year. Department Chairs are encouraged to observe colleagues and provide feedback with a department chair period provided for this purpose to English, History, Math, and Science Department Chairs. During the 2023-2024 school year, this period will only be provided to the history department chair. SLT Funds can be used for sub days to allow for peer observation and collaboration.

Observations show that teachers value instructional time, teaching bell to bell, using effective instructional strategies. Students display on-task behaviors and are compliant in meeting the teachers behavioral expectations and expectations for the task. There is clear evidence of positive relationships formed and maintained between teacher and staff. However, there is a greater proportion of teacher talk than student talk during observations.

During the 2023-2024 school year, the SLT will facilitate two formal learning rounds as part of the inquiry cycle process focused specifically on the site strategies around rigor and relevance. In addition, SLT will explore ways to incentive the informal peer to peer observations described above.

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)

2022-2023 CAASPP DATA:

33% of grade 11 students met/exceeded standard in mathematics
57% did not meet or nearly met standard in mathematics.

70% of grade 11 students met or exceed standard in English Language Arts
30% did not meet or nearly met standard in ELA

44% of grade 11 students met or exceed standard in Science on CAST
56% did not meet or nearly met standard in Science on CAST

Summary student data will be reviewed with staff and within departments in August, 2023

2021-2022 CAASPP DATA:

57% of grade 11 students met/exceeded standard in mathematics
43% did not meet or nearly met standard in mathematics.

83% of grade 11 students met or exceed standard in English Language Arts
17% did not meet or nearly met standard in ELA

Summary student data was reviewed with staff and within departments in August, 2022

2020-2021 CAASPP Data:

56% of grade 11 students met/exceeded standard in mathematics
44% did not meet or nearly met standard in mathematics.

82% of grade 11 students met or exceed standard in English Language Arts
18% did not meet or nearly met standard in ELA

Summary student data was reviewed with staff and within departments in August, 2021

2019-2020 CAASPP Data:

Math was not administered due to school closures.

92% of grade 11 students met/exceeded standard on the ELA (average scale score: 2699)

Summary student data, claim performance and target data were reviewed with staff in August, 2020.

2018-2019 CAASPP Data:

56% of grade 11 students met/exceeded standard in mathematics with a distance from level 3 of +17
44% did not meet or nearly met standard in mathematics.

80% of grade 11 students met or exceed standard in English Language Arts with an average distance from level 3 of +84
20% did not meet or nearly met standard in ELA

Following SMMUSD Assessment Continuum, Diagnostic (Star Renaissance, Writing Baseline, MDTP), Progress Monitoring (Star Renaissance), and Interim assessments (CAASPP/Illuminate) in ELA and Math are administered.

On CAASPP Interim and Star Renaissance 2022-2023:

ELA: Listen/Interpret: 83% near or above October 22
ELA: Editing: 80% near or above October 22
ELA: Language and Vocabulary Use: 68% near or above October 22
Math: Algebra and Functions II: 95% near or above October 22
Math: Geometry Congruence: 82% near or above October 22
Math: Geometry Measurement and Modelling: 100% near or above October 22

Math: Interpreting Functions: 47% near or above October 22

STAR REN Diagnostic and Progress Monitor 2022-2023:
ELA: 9-27% fall, spring 31%, grade 10-21% in fall and 28% in spring, 11-21% to 23%, 12-24% to 35% in spring
MATH: 9-20% in fall, spring 18%, 10-14% in fall and 33% in spring, 11-13% to 9%, 12-17% to 17% in spring

On CAASPP Interim and Star Renaissance Previously:

ELA: Listen/Interpret (October 21 = 92% near or above October 20=95% near or above, October 19= 90%)
Math: Algebra and Functions II (October 21 = 92% near or above, October 20=92% near or above, October 19=93%)
Math: Geometry Congruence (October 21 = 87% near or above, October 20= 87% near or above, October 19=86%)
Math: Geometry Measurement and Modelling (January 22 = 92% near or above)
Math: Polynomial Expressions (January 2022 = 88% near or above)

In October, 2021 initial diagnostic data from Star Renaissance English and Math was used with a schoolwide data protocol. Student performance was higher in mathematics than on ELA. ELA performance was inconsistent with performance on CAASPP measurements.

STAR REN Diagnostic and Progress Monitor 2021-2022:
ELA: 21-22 Baseline ELA: 9-30% fall, spring 28%, grade 10-21% in fall and 19% in spring, 11-20% to 19%, 12-17% to 13% in spring
MATH: 21-22 Baseline Math: Fall gr. 9-38%, spring 23%, 10-13% in fall and 14% in spring, 11-6% to 10%, 12-3% to 8% in spring

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

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

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

In 2018, the SLT Team examined Challenge Success Data, CAASPP data, and teacher feedback to modify and refocus the the SLT School Improvement Plan. The decision was to continue work with higher order thinking skills and depth of knowledge through three focus areas: Data Driven Decisions, Academic Language and Targeted Differentiation. These goals primarily focus on Goal 1 on the SMMUSD LCAP. MHS focused on increasing academic language in order to address Goal 2 and adding on to the Challenge Success survey, MHS sought to increase student and parent input and student voice opportunities, addressing Goal 3. For the 2018-2019 school year the continued focus on developing students higher order thinking skills by engaging students in DOK 3 and 4 tasks continued for high school. The SLT team determined that during the 2019-2020 school year, they wanted to focus exclusively on distance learning and integrating technology in place of any additional focus areas.

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

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

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

1. As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.

2. As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

3. MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved.

SMART GOALS:

SPSA Goal 1 (Rigor): College/Career Readiness

Site Goals:
HS Goal 1: By May 2024, 57% of students meet/exceed state standards as measured by CAASPP Math (33% in 22-23, 57% in 21-22, 56% in 20-21, DNA in 19-20, 56% in 18-19)
HS Goal 2: By May 2024, 83% of students meet/exceed state standards as measured by CAASPP ELA (70% in 22-23, 83% in 21-22, 82% in 20-21, 92% in 19-20, 80% 18-19)
HS Goal 3: By May 2024, 47% of students meet/exceed state standards as measured by CAST Science (44% in 22-23)

SPSA Goal 2 (Student Support):

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

English Language Development
HS Goal 5: 55% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (10/17 in 22-23, 10/18 in 21-22, 11/17 in 20-21, 4/9 in 19-20).

School Goal 3: (Relevance)

Site Goals:
HS Goal 6: 75% of high school students will report either liking school or liking school very much as measured by student perception surveys (Climate and Culture Survey 72% in 22-23, 77% in 21-22, 72% 20-21)
HS Goal 7: 33% of students will report seeing how their learning relates to their future and 40% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Malibu High School are ESEA highly qualified and have met CLAD requirements. We have no teachers working out of assignment. The staff is comprised of approximately 29 teachers, 2 administrators, 3 counselors, 1 school psychologist, 1 librarian and 1
school nurse. Some faculty members are shared between Malibu Middle School and Malibu High School given the shared campus. Six members of the faculty have doctorate degrees. Four teachers have earned the prestigious National Board Certification for teaching excellence. SMMUSD Human Resources Department completes an annual credential audit.

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

All teachers are credentialed in the area of their instruction according to analysis of the master schedule. The school leadership team (SLT) met in Spring, 2023 and will reevaluate in August, 2023 an annual Professional Development calendar. Teacher professional development this school year will be focused on reengagement on effective PLC teams, systematic use of data, staff capacity around design thinking and Project based learning, and co-design of DOK 3 and 4 tasks. Additional trainings on safety and wellness, staff morale, academic honesty, behavior including supporting students with autism and responding to challenging behavior is also included. All students have access to materials (based on the Williams compliance board resolution from the beginning of the year). Teachers also have supplemental materials, technology, resources, and professional growth materials.

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

The school site provides professional development opportunities weekly for staff members. The meetings follow the three goals established at the beginning of the school year by our SLT. At the site level, staff development and goals of PLC time are focused on appropriate instructional strategies and school wide actions identified through an ongoing process of reviewing a variety of lead and lag data. The SLT teams meet monthly throughout the school year to monitor the effectiveness of staff development and revise as needed. Additionally for MHS, through the WASC self study process completed in the 19-20 school year, produced an action plan based off of content standards, student performance, and professional needs. At the district level, additional collaboration and professional development is aligned to the district's focus areas including guaranteed, viable curriculum (CA standards, ELA/Math/Science curriculum guides).

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

In addition to site level work, the district also facilitates ongoing PD cohorts, TOSAs, English Learner Lead Teacher.

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

Teachers collaborate on campus through a department PLC structure. These meetings are scheduled on Fridays, where the student release time is 1:35 pm, allowing for common planning and meeting from 7:35-8:20am and 1:45-2:30 pm weekly. The specific PD calendar rotation is developed collaboratively with the SLT team and adjusted throughout the year based off of need.

Teaching and Learning

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

Curriculum is aligned to the California content standards. We use CDE adopted textbooks and supplemental materials to meet the needs of all learners.

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

The high school ranges exceed the minimum number of instructional minutes required by the State of California. During the 2021-2022 school year, staff approved a new bell schedule with an 8:30am start time.

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

All students at MHS have access to a support class and can travel between classes depending on the type (subject area) of support needed using a platform called Enriching Students.

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

All grades and subject materials are standards-based and MHS is William's compliant.

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

All courses at MHS are standards-aligned from 9-12, including materials. Almost all courses also meet A-G requirements.

Opportunity and Equal Educational Access

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

MHS is an inclusive program and provides multiple sections of support for students who are underperforming. This includes the block schedule support, as well as regularly scheduled SAI classes. All English Learners receive integrated ELD support across their core classes. Students receive daily designated
ELD support during their English Language Arts classes. A supplemental ELD elective is offered in our master schedule.

Evidence-based educational practices to raise student achievement

MHS teachers utilize a number of research-based practices, which are shared through our use of PLCs to meet the needs of all students and close the achievement gaps. MHS staff currently is focused on increasing capacity around DOK and PBL. Professional development has aligned with SMMUSD initiatives based on current educational research and in consultation with professional experts outside of SMMUSD. SLT funds have allowed teachers to attend various current professional development conferences.

Parental Engagement

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

The primary channels for parental involvement include The Shark Fund, PTSA, SSC, Arts Angels, Athletics Boosters, Coffee with the Counselors, and a Spanish Speaking Families Parent Group.

MHS benefits from a number of community partnerships including: Malibu Boys and Girls Club, City of Malibu, Malibu Optimist Club, Malibu Rotary Club, Malibu Woman's Club, LASD, NAMI, Wellness Center, and others.

Currently MHS students have tutoring after school available four times per week in the library, the Boys and Girls Club five times per week and during breaks, as well as provision of additional social emotional counseling services through an MOU with an outside provider through the Wellness Center.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the SSC participate in the decision making process for the use of Formula and Stretch Grant funding for professional development as part of the SPSA process. We also present and seek feedback from PTSA. Programs and plans are brought before the SLT department chairs at monthly meetings, whole staff meetings throughout the year, and at site council meetings for the school. Changes are made based on the feedback and recommendations of these groups in order to develop a school program that is reflective of our stakeholders.

Funding

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

We do not receive categorical funding. Through the stretch grant and donor funds, after school tutoring and additional counseling services are offered.

Fiscal support (EPC)

SMMUSD provides guidance and support with fiscal management.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

2023-2024:

To be completed August, September, October 2023: Review summative data (CAASPP, CAST, CHKS, Senior Survey, Climate Survey, ELPAC) and adjust goals 1/2/3.
To be completed August, September, October 2023: WASC MidTerm Report and one-day visit
Spring 2023: SSC input (May 18, 2023)
Spring 2023: SLT input (May 12, 2023)
Spring 2023: Collected Staff input from Department Chairs for Part 3, SPSA (Refer to WASC 5 Areas Google Doc)
Spring 2023: Staff Input (April 21, 2023)
SSC/Staff development throughout 2022-2023 school year, department meeting summaries submitted.

2022-2023:

SSC/Staff development throughout 2021-2022 school year:
Spring 2022: Collected Staff input from Department Chairs for Part 3, SPSA
Spring 2022: Reflection and input for Part 3 SPSA with SLT and SSC
Spring 2022: SSC input using SPSA summary (April 21, 2022, May 19, 2022)
September, October 2022: Review summative data (CAASPP, CAST, CHKS, Senior Survey, Climate Survey, ELPAC) and adjust goals 1/2/3.

2021-22:

SSC/Staff development throughout 2020-2021 school year:
Spring 2021: Collected Staff input from Department Chairs for Part 3, SPSA
Spring 2021: Reflection and input for Part 3 SPSA with SLT and SSC
Spring 2021: SSC input using SPSA summary (March 11, 2021, May 20, 2021)
August 27, 2021: Whole school summary CAASPP data review
September 2, 2021: SSC Lag Metric Review
September 10, 2021 and September 24, 2021, 2020: School Leadership Team development of SIP
October 21, 2021: SSC Review/Input
October 29, 2021: Review of STAR Renaissance with Department Data Protocol
November 8, 2021: ELAC Meeting
November 18, 2021: SSC Approval

ELAC Note: During a meeting on January 12, 2022, the ELAC delegated their responsibility to the SSC. SSC accepted the responsibility for a two year term. That two year term ended June, 2023. Meetings were attempted to engage Spanish Speaking families by the BCL, but were not effective. Direct, informal conversations as well as EL participation in PTSA and SSC meetings has helped inform the current plan. There are an anticipated 17 English Learners in 23-24, therefore, there likely will not be a formal ELAC but with a new BCL, there are plans to revive the Spanish Speaking Families Parent Group.

Resource Inequities

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

The district allocation of $10k for SLT needs to support teacher professional development and the identified teacher strategies in the SLT plan ensure needs are met. Additional compensation for department collaboration will be provided through extra hourly.

Teachers want to hyper focus on PBL and DOK strategies, additional training in these areas is needed to address the schoolwide areas of growth identified. As we pursue CTE credential and coursework, additional funding and support may be necessary.

Based on input from EL students and parents, staffing of an Instructional Assistant-Bilingual is desired as is contract services with a provider to translate coursework (beyond text) to home language if IA-Bilingual is not able to do so. This has been shared in budget meetings and various meetings with Educational Services, Malibu Pathway, Fiscal Services, and Human Resources.

Additionally, based on parent concerns and Malibu's unique geography, there have been ongoing discussions with the city of Malibu and SMMUSD regarding a School Resource Deputy but no funding source has been secured.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.0%	1.94%	2.78%	10	8	11
Asian	1.8%	2.67%	2.78%	9	11	11
Filipino	0.2%	%	0.25%	1		1
Hispanic/Latino	14.1%	14.81%	16.41%	70	61	65
Pacific Islander	0.2%	0.24%	0%	1	1	0
White	76.3%	74.76%	71.97%	379	308	285
Multiple/No Response	5.4%	5.58%	5.81%	27	23	23
			Total Enrollment	497	412	396

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	111	97	104
Grade 10	114	100	90
Grade 11	123	98	104
Grade 12	149	117	98
Total Enrollment	497	412	396

Conclusions based on this data:

1. Number of students matriculating to MHS from middle school and elementary school is decreasing year over year. Long term projections from Decision Insite reinforce this for future years based on community demographics and factors.

2. It is a challenge to continue to offer the vast academic, athletic and extra curricular programming we do with less students at the same level as in the past. Specifically, the master schedule now has around more than 50% of courses only offered 1 time, and many others only offered twice presenting scheduling constraints.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	19	22	20	3.80%	5.3%	5.1%
Fluent English Proficient (FEP)	42	38	49	8.50%	9.2%	12.4%
Reclassified Fluent English Proficient (RFEP)	1			5.3%		

Conclusions based on this data:

1. A small number (2) of the small number of EL (17) students are 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 CP and AP coursework.

3. It appears programming in the elementary and middle school levels is effective in helping students redesignate prior to high school.

School and Student Performance Data

Local Assessment Data
English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	400	337	60.6	15.7

Local Assessment Data
Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	400	314	75.8	21.5

Conclusions based on this data:

1. Need to continue to focus on increased participation through concise and clear communication to teachers.

2. Regarding math, not all seniors take a 3rd year of math. Therefore, the participation rate is higher than it appears.

3. Overall performance measures do not appear to be consistent with classroom performance and other standardized measurements. Percentages using STAR Summary report and calculating percentage at 41st PR or higher.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	114	98		106	80		105	80		93.0	81.6	
All Grades	114	98		106	80		105	80		93.0	81.6	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2670.	2668.		53.33	48.75		26.67	33.75		9.52	15.00		10.48	2.50	
All Grades	N/A	N/A	N/A	53.33	48.75		26.67	33.75		9.52	15.00		10.48	2.50	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.00	47.50		46.67	47.50		13.33	5.00	
All Grades	40.00	47.50		46.67	47.50		13.33	5.00	

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60.00	45.00		28.57	46.25		11.43	8.75	
All Grades	60.00	45.00		28.57	46.25		11.43	8.75	

Grade Level	Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.90	32.50		70.48	57.50		7.62	10.00	
All Grades	21.90	32.50		70.48	57.50		7.62	10.00	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	56.19	45.00		38.10	50.00		5.71	5.00	
All Grades	56.19	45.00		38.10	50.00		5.71	5.00	

Conclusions based on this data:

1. For grade 11, listening historically has been the target area with the lowest performance.

2. No target/claim data provided 22-23, 21-22 making specific instructional decisions more difficult.

3. While performance on standardized measurements stayed consistent within groups (Cohort Data) in the immediate Covid years, the data now reflects a definite decline in performance with current groups compared to historical levels of previous groups.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	114	98		101	80		101	80		88.6	81.6	
All Grades	114	98		101	80		101	80		88.6	81.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2645.	2646.		27.72	26.25		27.72	31.25		27.72	23.75		16.83	18.75	
All Grades	N/A	N/A	N/A	27.72	26.25		27.72	31.25		27.72	23.75		16.83	18.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.61	33.75		44.55	47.50		16.83	18.75	
All Grades	38.61	33.75		44.55	47.50		16.83	18.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.73	26.25		59.41	63.75		13.86	10.00	
All Grades	26.73	26.25		59.41	63.75		13.86	10.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.79	32.50		69.31	58.75		9.90	8.75	
All Grades	20.79	32.50		69.31	58.75		9.90	8.75	

Conclusions based on this data:

1. Significant gap (>10%) exists between ELA and math. No target/claim data provided 22-23, 21-22 making specific instructional decisions more difficult.

2. Although not shown on this data, CAASPP data online shows a significant gap between socio-economically disadvantaged students, Hispanic/Latino students, and their same aged peers (>15%).

3. While performance on standardized measurements stayed consistent within groups (Cohort Data) in the immediate Covid years, the data now reflects a definite decline in performance with current groups compared to historical levels of previous groups. Not as much of a correlation between CAASPP and Star Ren (not predictive).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		5	5	
10	*	*		*	*		*	*		5	5	
11	*	*		*	*		*	*		5	6	
All Grades										15	19	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	46.67	36.84		33.33	26.32		0.00	21.05		20.00	15.79		15	19	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	66.67	42.11		13.33	36.84		0.00	15.79		20.00	5.26		15	19	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	26.67	15.79		40.00	26.32		0.00	36.84		33.33	21.05		15	19	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	13.33	0.00		66.67	89.47		20.00	10.53		15	19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	80.00	78.95		0.00	21.05		20.00	0.00		15	19	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	46.67	21.05		20.00	52.63		33.33	26.32		15	19	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	20.00	15.79		73.33	73.68		6.67	10.53		15	19	

Conclusions based on this data:

1. We continue to have a small number of EL students. That implies most students are re-designating in elementary and middle years.

2. Ongoing need for additional support for individual students at beginning level. For 22-23, only 2 level 2 students, and 0 level 1 students anticipated.

3. 7/17 current EL students at level 4 but previously have not reached threshold on local measurement for reclassification. They are doing well in social and academic settings (CP or AP coursework) but do not meet the benchmark on StarRen.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
412	**14.6**	**5.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Malibu High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	5.3
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	60	14.6
Students with Disabilities	40	9.7

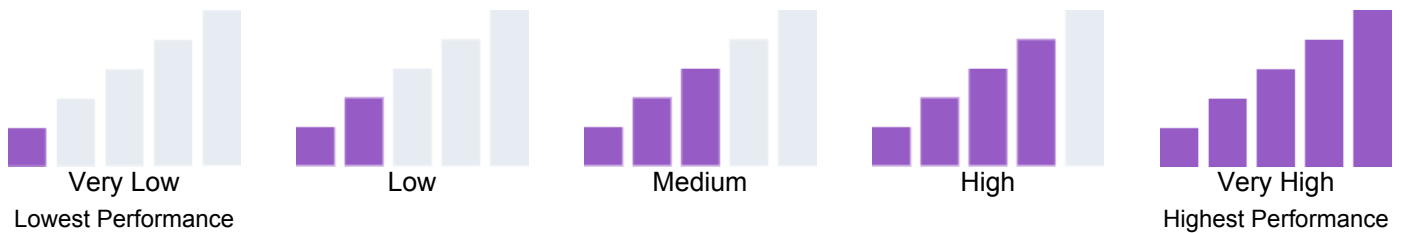| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.9
American Indian		
Asian	11	2.7
Filipino		
Hispanic	61	14.8
Two or More Races	23	5.6
Pacific Islander	1	0.2
White	308	74.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — High	**Graduation Rate** — Very High	**Suspension Rate** — Medium
Mathematics — Medium		
English Learner Progress — No Performance Level		
College/Career — Not Reported in 2022		

Conclusions based on this data:

1.

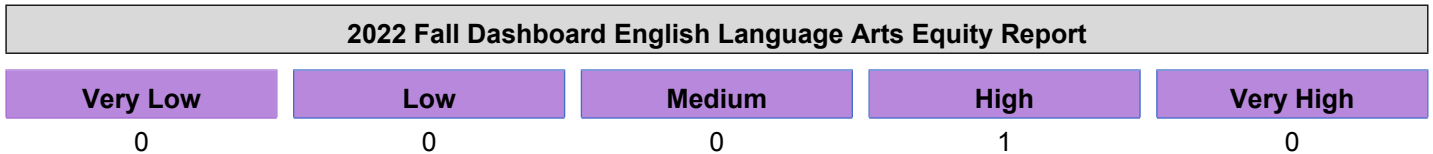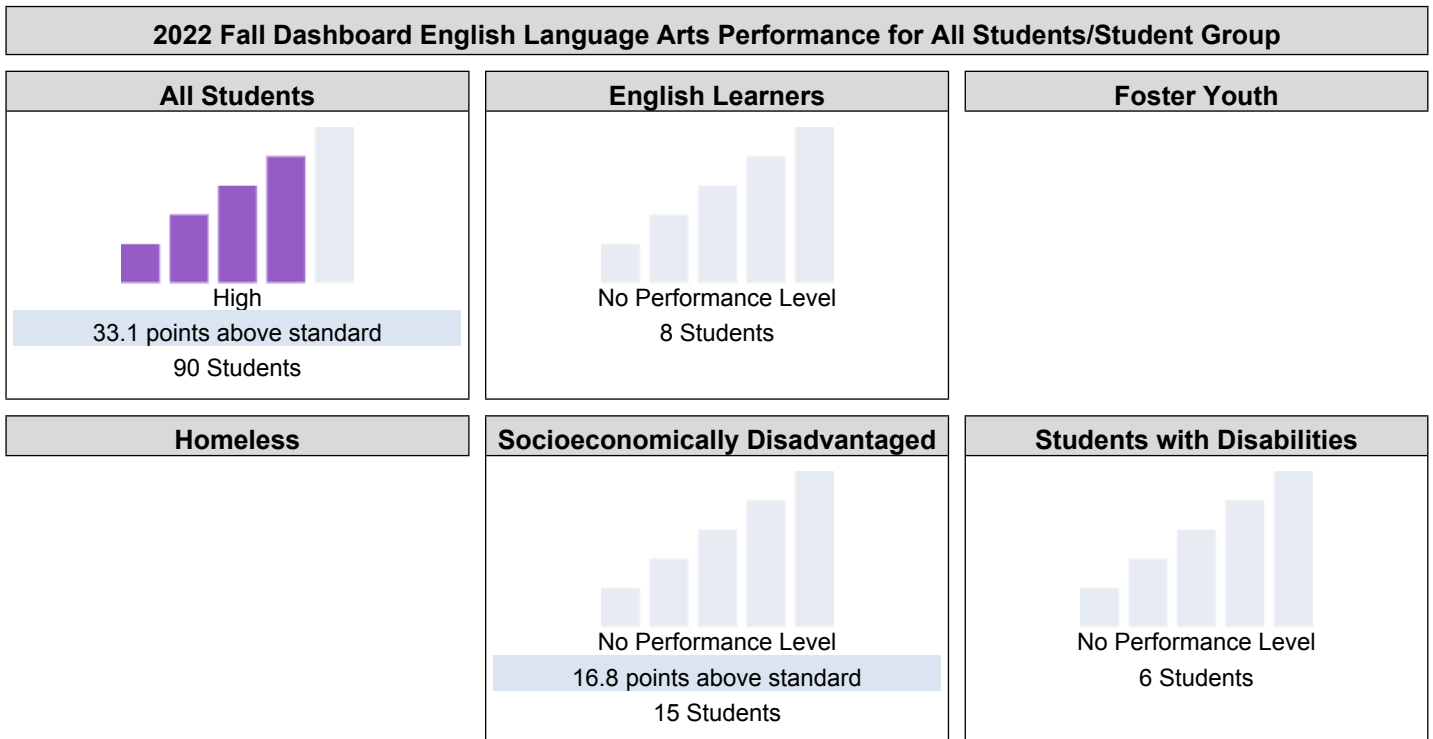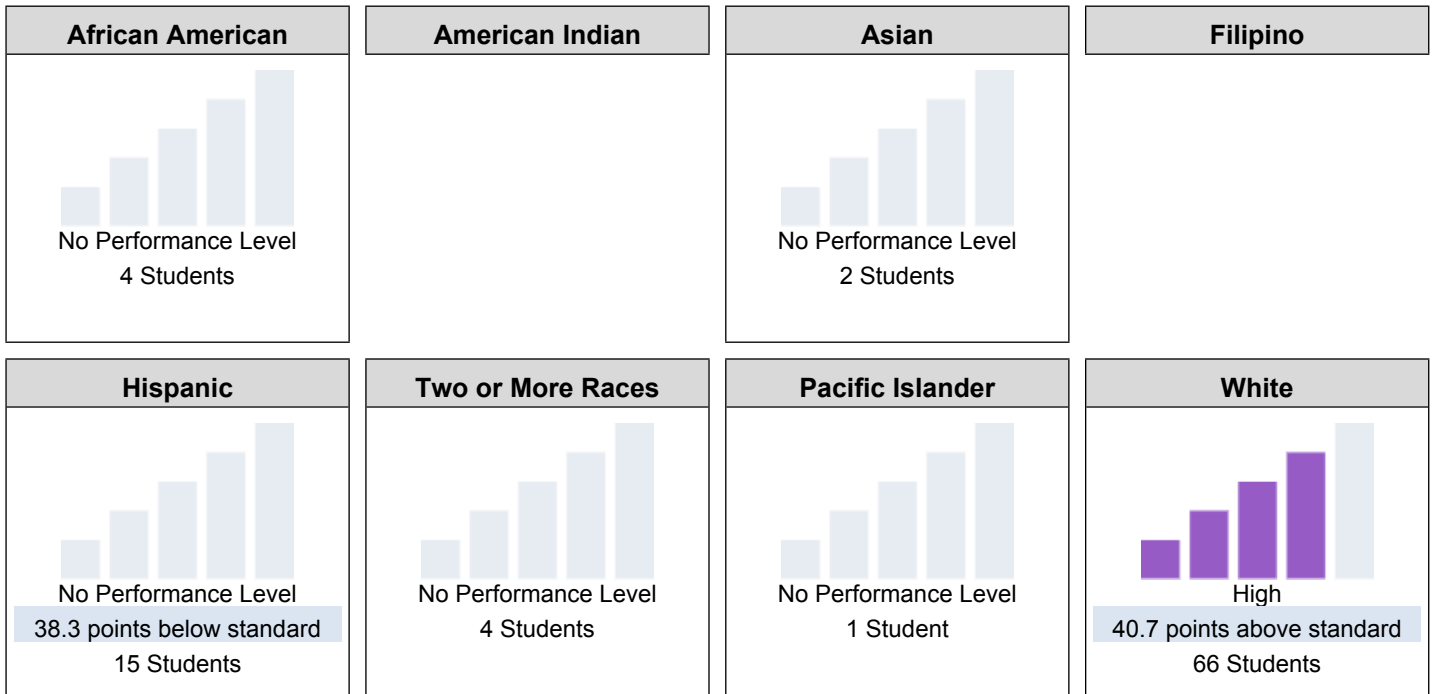# School and Student Performance Data

Academic Performance
English Language Arts
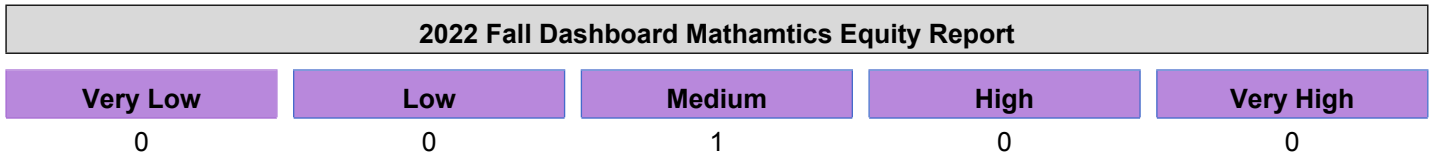
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
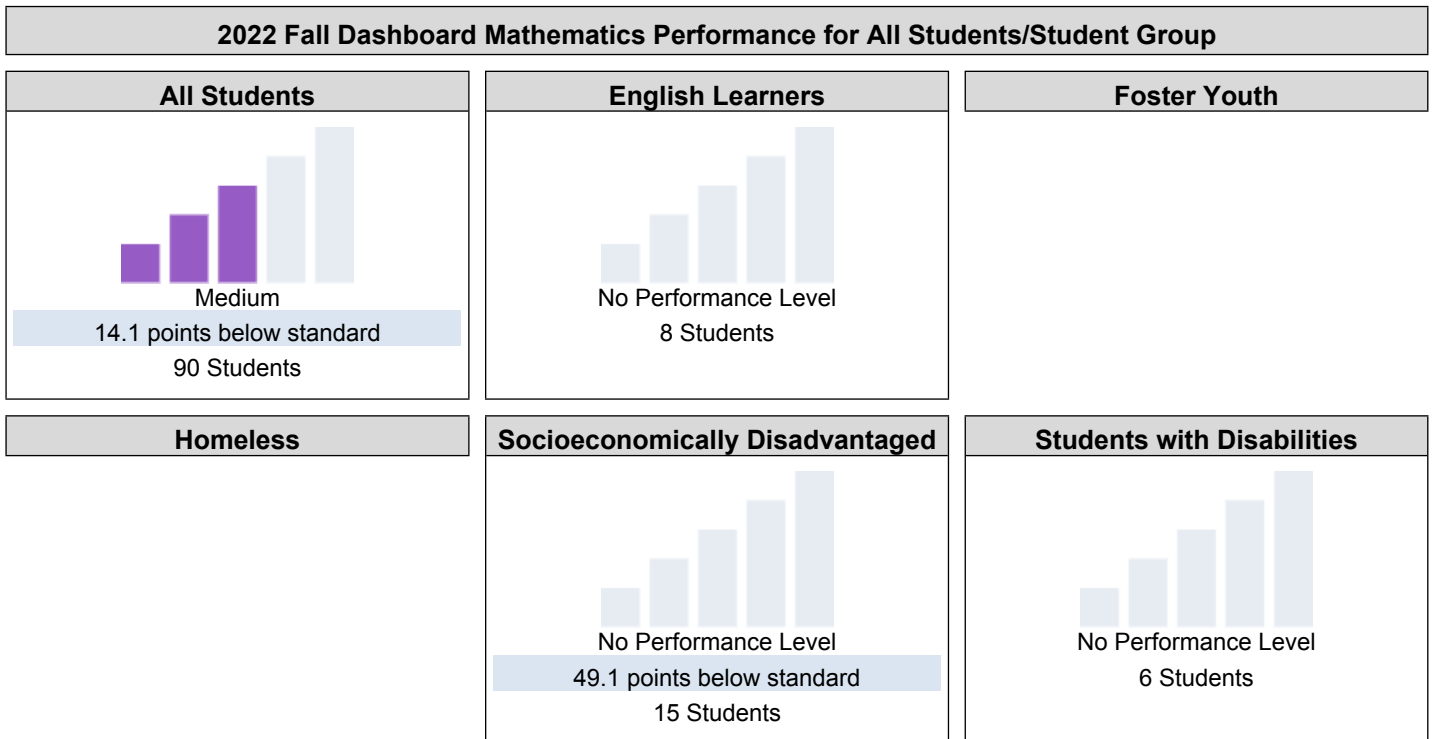
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
33.1 points above standard	8 Students	
90 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	No Performance Level
	16.8 points above standard	6 Students
	15 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 38.3 points below standard 15 Students	No Performance Level 4 Students	No Performance Level 1 Student	High 40.7 points above standard 66 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7 Students	1 Student	38.7 points above standard 75 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
14.1 points below standard	8 Students	
90 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	No Performance Level
	49.1 points below standard	6 Students
	15 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 86.3 points below standard 15 Students	No Performance Level 4 Students	No Performance Level 1 Student	Medium 9.5 points below standard 66 Students
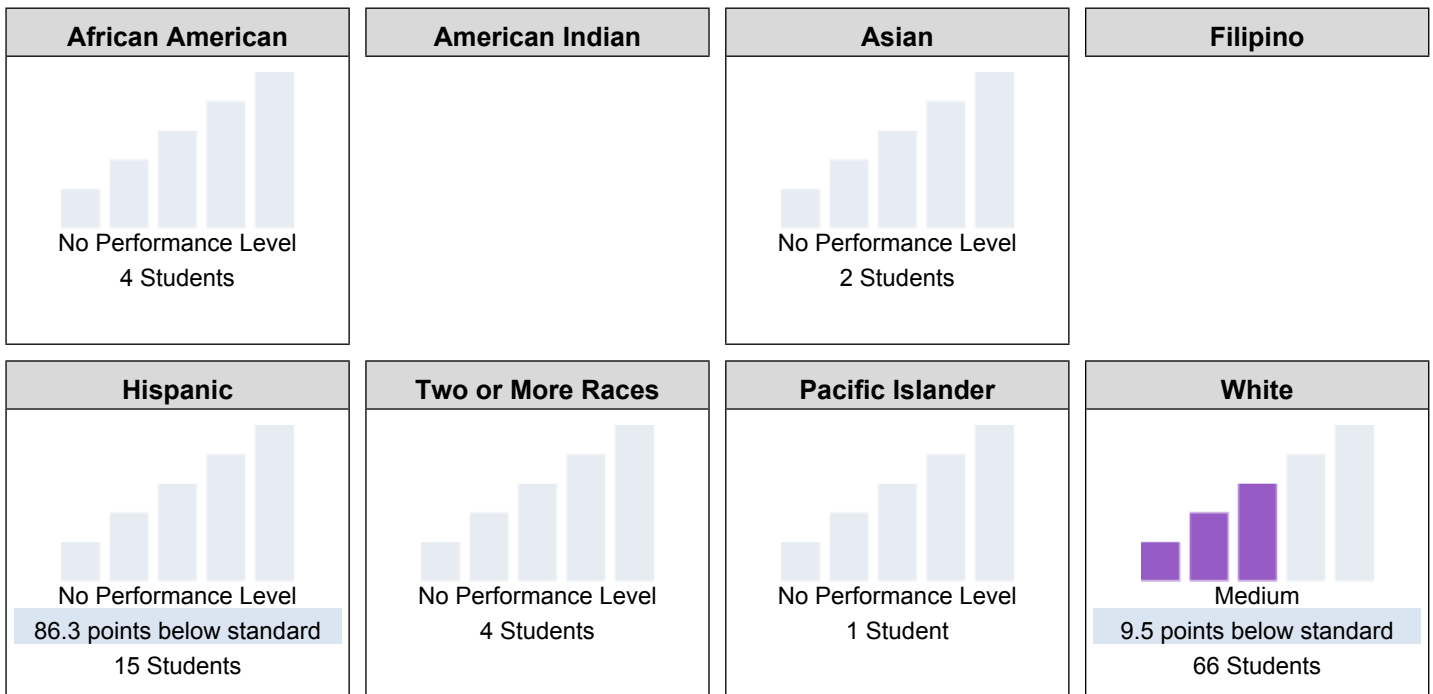
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7 Students	1 Student	8.2 points below standard 75 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress
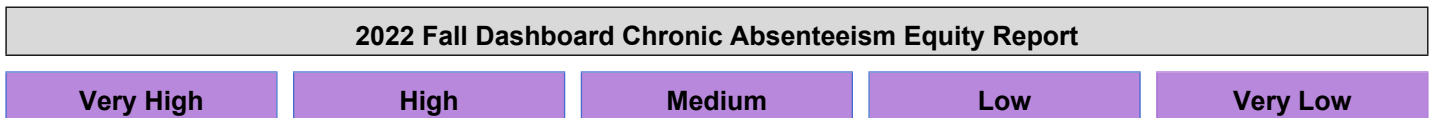
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
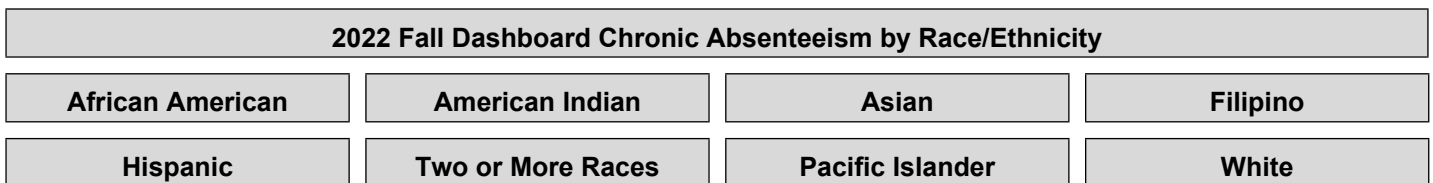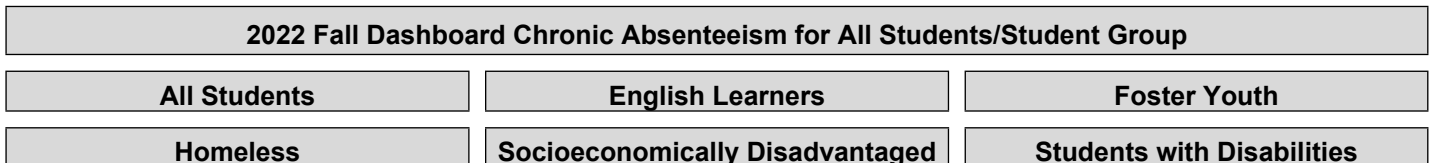
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
61.1 making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level
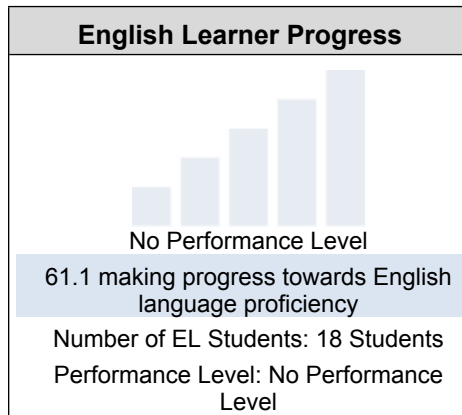
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.7%	22.2%	22.2%	38.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

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

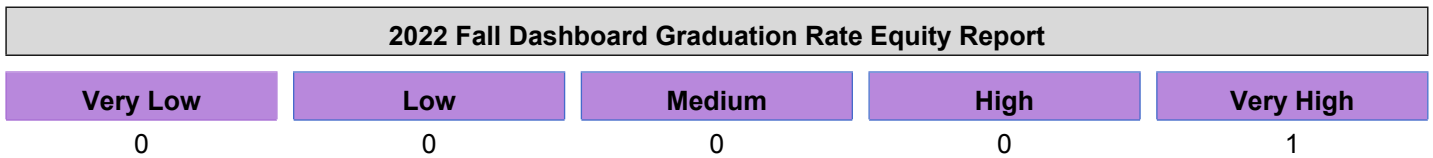**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
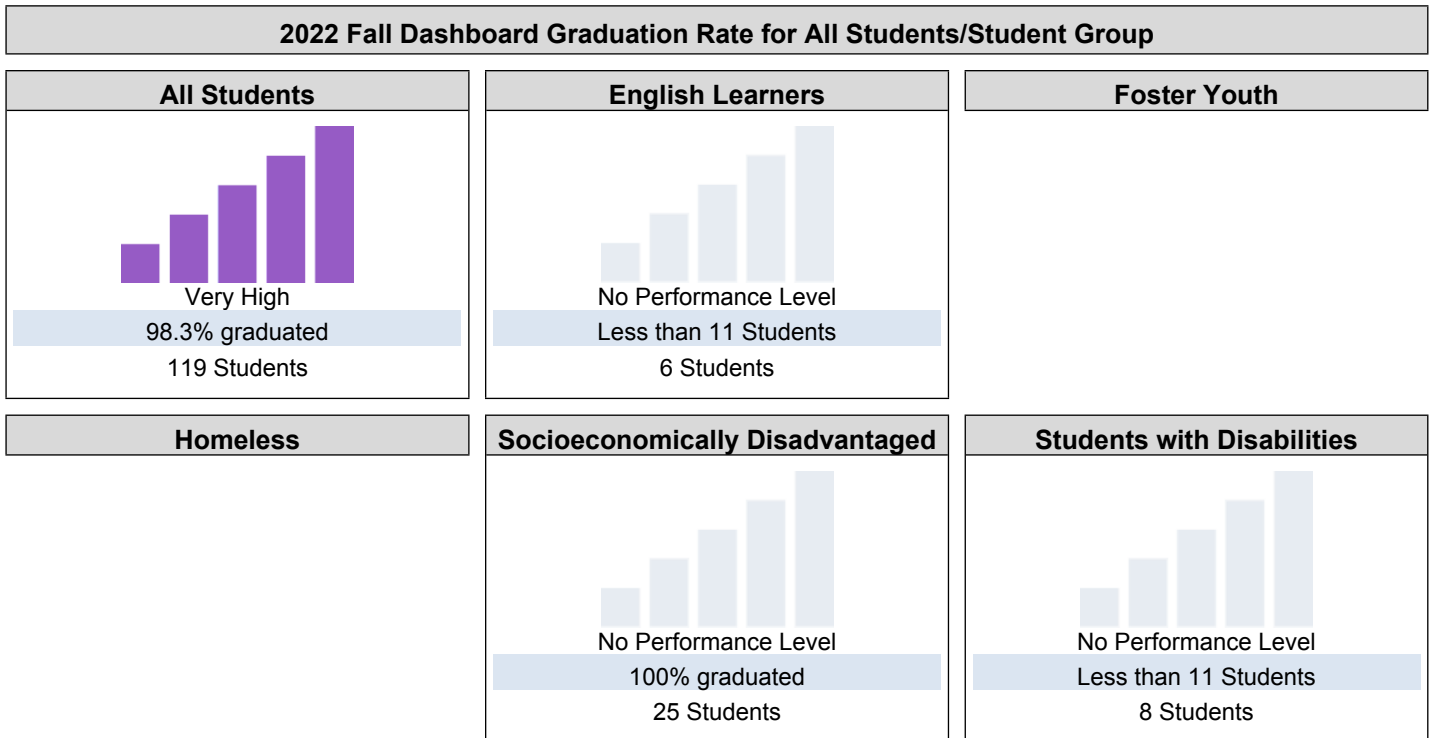## Chronic Absenteeism

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

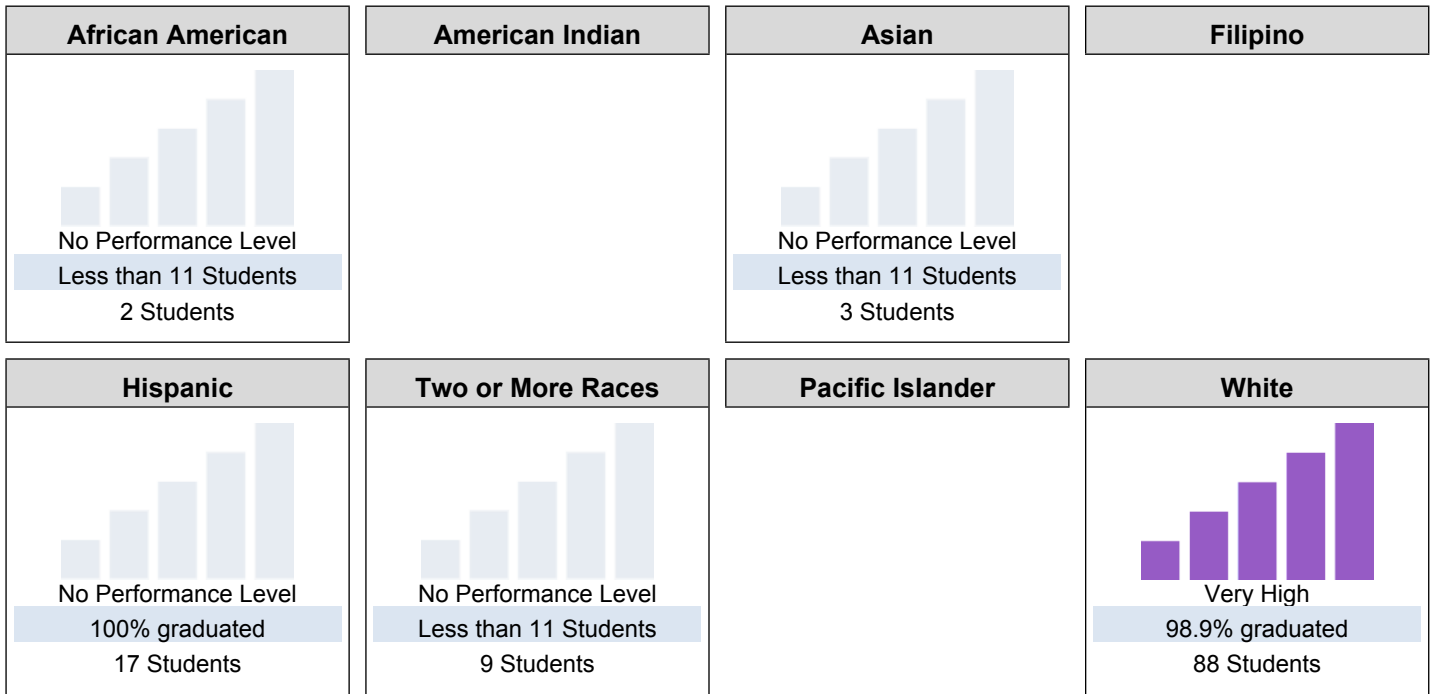Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Chronic Absenteeism rates are very high for MHS despite multiple efforts.

School and Student Performance Data

Academic Engagement
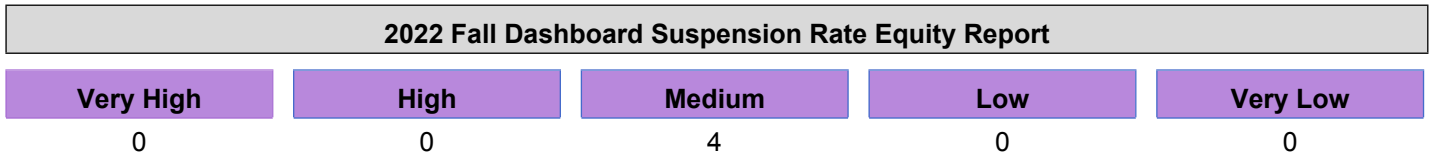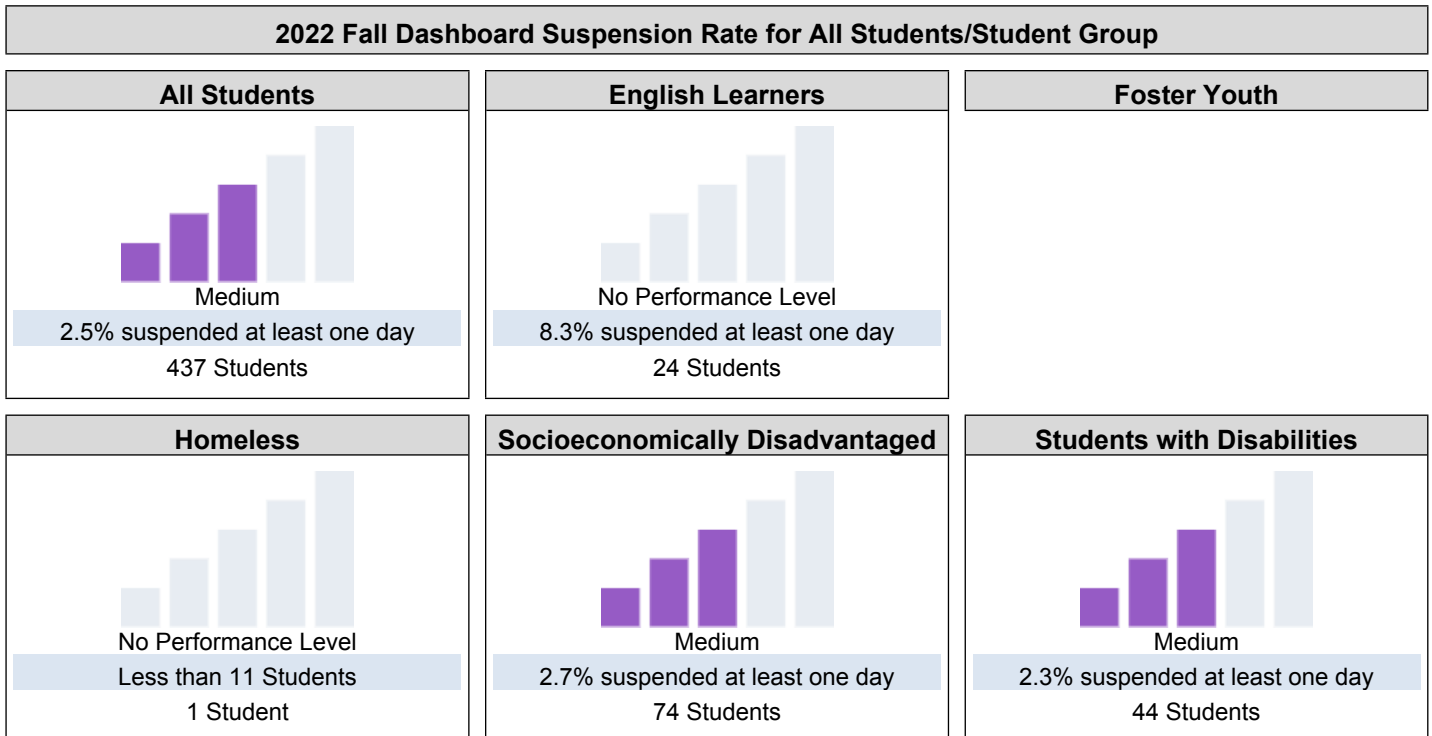## Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	1

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	
98.3% graduated	Less than 11 Students	
119 Students	6 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level	No Performance Level
	100% graduated	Less than 11 Students
	25 Students	8 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	
Less than 11 Students		Less than 11 Students	
2 Students		3 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level	No Performance Level		Very High
100% graduated	Less than 11 Students		98.9% graduated
17 Students	9 Students		88 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

| Very High | High | Medium | Low | Very Low |

Lowest Performance | | | | Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	4	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	
2.5% suspended at least one day	8.3% suspended at least one day	
437 Students	24 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	2.7% suspended at least one day	2.3% suspended at least one day
1 Student	74 Students	44 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
9 Students		13 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Medium
4.7% suspended at least one day	0% suspended at least one day	Less than 11 Students	2.5% suspended at least one day
64 Students	28 Students	1 Student	321 Students

Conclusions based on this data:

1. Overall, suspension rates are low. Primary reason for suspension is violation of controlled substance policy. We also are still suspending for all vaping including tobacco based vapes given staff and community concerns.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be socially just and ready for careers and college.

Goal 1

SPSA Site Goals:

HS Goal 1: By May 2024, 57% of students meet/exceed state standards as measured by CAASPP Math (33% in 22-23, 57% in 21-22, 56% in 20-21, DNA in 19-20, 56% in 18-19)
HS Goal 2: By May 2024, 83% of students meet/exceed state standards as measured by CAASPP ELA (70% in 22-23, 83% in 21-22, 82% in 20-21, 92% in 19-20, 80% 18-19)
HS Goal 3: By May 2024, 47% of students meet/exceed state standards as measured by CAST Science (44% in 22-23)

WASC Growth Area: As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

WASC Action Plan (Rigor): Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.

Identified Need

Increase overall achievement in CAASPP ELA and Math scores. More specifically, increase performance of our significant sub groups (Hispanic/SED) to decrease the achievement gap. Specific attention to identify and address the discrepancy between ELA and Math performance is important.

Significant subgroups reported in 2018-2019:
HS SED: 68% met/exceeded in ELA
HS SED 48% met/exceeds in Math

HS Hispanic: 54% met/exceeded in ELA
HS Hispanic:38% met/exceeds in Math

Claim/Target data not available for 21-22 CAASPP administration.
Subgroup Data not available for 19-20 ELA (Claim/Target data shows relative weakness in Listening domain). Subgroup Data not available for 20-21 ELA (Claim/Target data continues to show a relative weakness in Listening domain).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP Math	33% in 22-23 (57% in 21-22) (56% in 20-21) (NA in 19-20) (56% in 18-19)	57% of students meet/exceed standards
HS CAASPP ELA	70% in 22-23 (83 % in 21-22) (82% in 20-21) (92% 19-20)(80% 18-19)	83% of students meet/exceed state standards
HS CAST Science	44% in 22-23	47% of students meet/exceed state standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

TIER 1 INSTRUCTION:

Students will attend class daily and do all that is asked of them, both in and out of the classroom.

Students will engage in DOK 3 & 4 tasks in all content areas. We have included the following visible evidence of student learning (InnovateEd): Close and Analytical Reading of Various Media Types, Communication Using Precise Academic Language, Structured Collaborative Conversations, Evidence Based Arguments, and Evidence Based Writing.

Students will increase student talk.

Students will use content-specific academic language.

Staff will gradually release responsibility for complex learning tasks to students.

Staff will reduce direct instruction (teacher talk).

Staff will have intentional focus on the use of academic language (language of domain and skill based) through modeling.

MHS will provide more effective and accessible technology support.

MHS will facilitate a climate where Instruction is based on positive teacher-student relationships, in which students trust in their teachers' guidance

SLT will discuss/revise academic honesty policy to include AI and connection to student thinking and student apathy.

MHS will articulate aplan to increase daily student attendance and response to attendance concerns.

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

Amount(s)	Source(s)
1000	Site Formula Funds
1150	Site Formula Funds
3500	Site Formula Funds
12332	Site Formula Funds

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ASSESSMENT:

Students will complete increased number of performance tasks, especially in Math.

Teachers will ensure students participate in all SMMUSD Assessment Continuum measurements to include diagnostic, progress monitoring, and interim/benchmark tools (ie: StarRen, CAASPP Interim, DIWA).

Provide school day PSAT and SAT administrations.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Particular Attention to our 3 Significant Subgroups

Strategy/Activity

DEPARTMENT PLC TEAMS:

Staff will engage in Department PLC process. Teacher extra hourly and Teacher substitute are available as options via SLT and Site Formula Funds. (22-23 year included Freshman Seminar/English Collaboration, VAPA Collaboration, Math/Science)

MHS/SLT will preserve Department time to facilitate the co-design of DOK 3 & 4 tasks and analyze student performance in all areas.

PLCs will measure through analysis of lesson design & student work (inquiry cycle).

SLT will facilitate at least 2 formal Learning Rounds as part of cycle of inquiry. SLT will increase informal Peer to Peer observations.

Provide site based training for IA (22-23 year included ABC of behavior and understanding Autism for paraeducators and security staff)

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

Amount(s)   Source(s)

3500	Site Formula Funds
800	Site Formula Funds

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CURRICULUM/INSTRUCTION:

Staff will design and facilitate student-centered activities which could include:
Stations/blended learning
Project or performance-based
Inquiry based learning
Cross-curricular collaboration

As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

MHS will continue to offer a high number of AP and UC A-G approved courses at MHS that prepare students for the academic rigor of college.

District Department collaboration to include pacing guides and new adoptions.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

DEPARTMENT SPECIFIC ACTIONS:

ENGLISH: Writing: Refocus writing goals and grade level skill alignment in the wake of Covid through classic PLC work, which includes sharing assignments and reviewing student work. Reading: Diversification of the voices taught. Listening: Use of podcast as source material. A focus on fact checking so students use reliable and verified evidence to support ideas in discourse and writing.

HISTORY: A focus on thinking and writing skills with a continued focus on cross-cutting historical thinking skills (ie: change, continuity, perspective). Addressing students with low reading skills as measured by StarRen to better assess student conceptual understanding.

WORLD LANGUAGE: Increased student output in writing and speaking measured by revised speaking and writing rubrics at all levels.

VAPA: Varied by domain (Visual/Performing) to include: Visual: Encourage student ownership, responsibility and respect for each other's works. Performing: Increasing literacy and improving technical skills.

MATH: Students engage in problem solving through EFFL- Experience First, Formulate Later tasks. Common opener every block day for review of basic skills based on student assessment results (ie: factoring, rationalizing denominators).

SCIENCE: Increase inquiry-based labs with an emphasis on literacy, written lab report. Give each grade 11 student opportunity to take CAST practice test prior to spring CAST administration.

SPED: Maintaining high, positive expectations for all students. Academic Language: A focus on vocabulary strategies to support use of academic language across disciplines.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

As part of an annual reflective process, all departments completed a reflection on the implementation and overall effectiveness of strategies and actions in the 2022-2023 school year, discussing strategies and actions and their impact in the 5 WASC areas . Similarly, the School Site Council and the School Leadership team completed similar reflection exercises in the spring, 2023. Department meeting summaries were collected throughout the year to track progress in implementing strategies described above. Below is a summary of the discussions from those 3 exercises.

TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Malibu High School continues to employ a veteran and expert staff. Students voice feeling prepared for college upon graduation as a result of daily college preparatory instruction. During observations, specific evidence included mini-lessons, student discourse, classroom discussions, effective questioning, variety of formative assessment tools, small group and individual lessons and reteaching, direct instruction, games, student application exercises, projects, written products, art products, etc. During formal observations and informally on a weekly or even daily basis, students were observed in learning tasks including:

Close and Analytical Reading of Various Media Types, Communication Using Precise Academic Language, Structured Collaborative Conversations, Evidence Based Arguments, and Evidence Based Writing. However, throughout the 22-23 school year, we did observe an increase in student apathy and task refusal and an increase in attendance concerns. Tardiness also continued to be high despite a bell schedule change to allow for 10 minute passing periods during the 22-23 school year. We also had to provide significant amount of support and intervention with one particular staffing challenge in math, which impacted student effort and performance.

ASSESSMENT: MHS continued with the implementation of the district assessment calendar to include diagnostic and progress monitor tools (StarRen), interim measures (CAASPP IAB), and standardized summative measures (CAASPP, CAST). The ELA team continued the process of developing a common writing assessment (DIWA) to be added to the continuum or to replace the current interim assessment. Covid grading practices including the ongoing use of minimum F resulted in mixed feelings from staff. This year, staff morale was negatively impacted and included frustration around grading practices, number of assessments, and student behavior. However, we did observe ongoing post-pandemic flexibility with deadlines, missed assignments, and retakes more prevalent. There does not appear to be the staff interest for larger schoolwide reform around equity based grading practices.

DEPARTMENT PLC TEAMS: Time continued to be allocated and preserved for department co-planning. We strengthened Department PLC structure recommitting to the 4 guiding questions: What do we want our students to know/do (curriculum guides, pacing, essential standards), How will we measure it (formative and benchmark assessment), and how do we respond when they don't get it (intervention model) or do (enrichment model).   A department data protocol was implemented three times independently throughout the year aligned with the assessment continuum. While departments were better at using the protocol to look at student performance and narrow down to an academic skill gap, it is important to continue to train staff on the protocol, the purpose, and ensure the protocol is leading to the now what conversation. It was not uncommon to still see behavioral (ie: attendance, misbehavior) listed and next steps like parent contact listed which is not the goal.

PROFESSIONAL DEVELOPMENT: In our PD calendar, we prioritized department time as described above. During the previous summer, two teachers participated in the AP CollegeBoard Project Based Learning Summer Institute. Additionally, based on the WASC report, 21-22 professional development has focused on student support including an SST referral process, the pre-referral intervention process, and a systematic use of data with department data protocols. Based on teacher input, this year we continued professional development on SST/Pre-referral but also included a series on SEL/RJ, implementation of enriching students (the significant change initiative in 22-23), school safety, and addressing staff morale through community building activities.

CURRICULUM/INSTRUCTION: In grades 11 and 12, a high percentage of our students continue to participate in AP (Collegeboard) coursework. We have not reduced offerings despite declining enrollment. New World Language standards led to districtwide collaboration and this year included year one of a new adoption of materials. Science department was in year 2 of a new science adoption. This was also the first year of implementation of CTE coursework in film, broadcast, and journalism programs.   We attempted to certify our theater courses as CTE and have our theater teacher obtain her CTE credential. This teacher subsequently decided to retire.

DEPARTMENT SPECIFIC ACTIONS: Departments identified specific department action steps aligned with school plan based on department review of lag data. SSC meetings included periodic

"Share Outs" by department chairs regarding progress of implementation as part of School Site Council Meetings throughout the year. In addition, a joint SSC and SLT Meeting in October to discuss summative, interim, and perception data and implications has become part of our ongoing process.

NOTE: The 2022-2023 school year included a new Assistant Principal for MHS and a leave of absence for MMS Principal. This did impact the ability to do as much teacher coaching and informal observations and support.

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

NA

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

Over the past few years, we have simplified the SPSA more in line with the WASC action plan and to define specific measurable outcomes by department and school wide. Additionally, as we have returned in person there was a need to address the lack of socialization and social emotional need and subsequent increase in negative student behaviors (ie: substance, challenging, refusal). The routines of school have continued to be difficult for students.

TIER 1 INSTRUCTION: As we continue to work towards normal, there is a desire by staff to hyper-focus again on DOK 3/4 in all classes/content areas. While there is still a dominant traditional approach, this year we need to focus on increasing student talk and student engagement. Teachers are collaboratively planning hands on tasks, labs, projects, and performance tasks to increase. There will continue to be a need for reteaching and more targeted instruction of skills gaps.

ASSESSMENT: The plan is to implement a districtwide writing assessment in the 22-23 school year. We are hopeful this will replace the ELA CAASPP Interim as there is test fatigue by kids, parents, and staff as discussed at SSC. We also saw a signifigant reduction in number of students taking school day SAT. As a result, we proposed a shift to Saturday administration which would be district sponsored to address equity concern, but with one less school day impact. Work examining the CAASPP and STAR Renaissance data, looking for correlation between the two, and department teams discussing mastery reports, student growth reports and then shifting instruction accordingly will continue to be a focus this next school year.

DEPARTMENT PLC TEAMS: While departments were better at using the protocol to look at student performance and narrow down to an academic skill gap, it is important to continue to train staff on the protocol, the purpose, and ensure the protocol is leading to the now what conversation. It was not uncommon to still see behavioral (ie: attendance, misbehavior) listed and next steps like parent contact listed which is not the goal. We need teacher teams to continue to focus these conversations on student learning and instruction and not on the logistical challenges or student behavior.

PROFESSIONAL DEVELOPEMENT: While we continue to focus on Rigor (Higher order thinking skills- increasing student engagement through DOK 3 and 4 tasks) there is a need to provide PBL training for all staff. Two years ago, Dr. Devon Smith from SMMUSD led a foundational PBL professional development for staff. The continued goal is to increase our internal expertise through professional development (internal-site based, teacher to teacher and external-conferences, consultant) around design thinking, PBL, Blending Learning, and Tech Integration. For next year, we will explore additional teacher led professional development sessions which were well received in spring, 2023. However, there may be a need, if funding exists, to bring in outside experts to provide training on PBL to an experienced staff. Targeted trainings on responding to challenging behavior, ABC of behavior, autism, and neurodiversity may be provided based on staff feedback.

CURRICULUM/INSTRUCTION: There is a desire to initiate the process to have visual and digital arts programs to become CTE programs. We will also continue to explore the same for our professional actor/stagecraft programs.

DEPARTMENT SPECIFIC ACTIONS: Were revised in June, 2023 from department chairs. We do need to get them to define specific measurable outcomes by department.

NOTE: There have been discussions throughout the year regarding cell phone use. This discussion was not just a local one but a broader one focused on impact on youth mental health. The PTSA held a film screening and panel discussion. PTSA, SSC, and SLT discussed Yondr pockets or incremental changes to site phone and electronics policy. This discussion will continue into 23-24. Additionally staff has also raised the issue of ChatGPT and AI and how that may inform a revised academic honesty policy. In addition, the discussion has focused more broadly on how to address student apathy and level of student thinking (ie: revising prompt, handwriting).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

HS Goal 5: 55% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (10/17 in 22-23, 10/18 in 21-22, 11/17 in 20-21, 4/9 in 19-20).

WASC Action Plan (Student Support): Begin to develop a more systematic and data-driven approach to provide tiered academic support and interventions for all students, decreasing the number of struggling students on the D/F list.

WASC Growth Area: MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved.

Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	10/17 improved 1 or more levels or remain at level 4 overall (11/17 in 20-21)	55% will improve 1 or more levels or remain at level 4 overall
Star Renaissance ELA	By Grade: 9-27%, 10-21%, 11-21%, 12-24%, number of students below 25th percentile on September admin (TBD Sept 23)	5% decrease at each grade level below 25th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Renaissance Math	By Grade: 9-20%, 10-14%, 11-13%, 12-17%, number of students below 25th percentile on September admin (TBD Sept 23)	5% decrease at each grade level below 25th percentile

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES:

Need for Instructional Assistant-Bilingual (Spanish) as resource inequity

Need for materials, beyond textbook, translated in home language as resource inequity

Continue ELD Supplemental Elective Period

Access to English teacher for designated ELD during A-G English course and Support Period

ELD Lead for student monitoring, communication with teachers

Spanish Speaking Family Support Group facilitated by new BCL

Paper, online tutoring service for targeted students

Goals for Graduation in partnership with BGC Malibu

Increased student talk-discourse, group instruction

Integrated strategies-frames, visuals, templates, vocab-banks, frontloading

Student participation in activities, sports, enrichment programs.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SST:

Staff will analyze student data including subgroup (SED, Hispanic) data at each 6-week interval in Department PLC teams.

Staff will strengthen SST process to include a direct referral and a monitoring (schoolwide data team) process.

MHS will implement Department Data Team protocol to inform Department PLC work.

District SST Forms and SST procedures will be used.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

INTERVENTION:

Students will complete varied diagnostic and progress monitoring measures to inform tier 1 and tier 2 interventions.

Students will utilize Support period to access teachers, peer tutors, or other supports.

Staff will provide for targeted interventions and additional programming during Support Period. Explore use of additional differentiated Online Platforms (ie: APEX modules, Khan).

Students will access available supports including After School Tutoring, Wellness Center and Paper (targeted students only).

Staff will develop an effective pre-referral SST process understood by all staff. They will Implement a formalized system of interventions (tier 2 and tier 3 general education supports).

Staff will implement range of tier 1 community building routines. MHS will maintain ongoing partnership with Wellness Center, NAMI.

MHS will provide Support period which allows for more personal and focused monitoring and assessment of students in need of assistance using Enriching Students Platform.

MHS will facilitate a climate of care recognizing unique challenges post fire, pandemic.

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

Amount(s)	Source(s)
16000	Stretch Grant (Ed Foundation)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

As part of an annual reflective process, all departments completed a reflection on the implementation and overall effectiveness of strategies and actions in the 2022-2023 school year. Similarly, the School Site Council and the School Leadership team completed similar reflection exercises in the spring, 2023. Below is a summary of the discussions from those 3 exercises.

Summary:

Goal 2:

ENGLISH LEARNER: We have continued to advocate for additional supports beyond the supplemental ELD elective, textbooks and materials in Spanish. In speaking with English Learner students and parents, they request exploring hiring a bilingual instructional assistant and/or contracting with agency to translate work and materials beyond the textbook. Multiple requests have been made for this position but it still has not been allocated. Next year, we will have less level 1 and 2 English learners. However, in our school setting, there is not the peer support nor

any adults who can prvice informal support in home language, making this formal position a priority for us. The EL Lead Position continued to monitor student progress per district protocols. Elevation was a software that was used this year to help better manage the reclassification process and access student performance scores. We have many students who obtain level 4 on ELPAC but do not meet threshold on StarRen, a local measurement and therefor are not reclassified. However, these same students are often performing well in CP or AP English coursework and in social settings. A supplemental ELD elective class continues in the master schedule but serves less students as we have mainly level 2 and 4. An ELAC will not be required with less than 22 English Learners.

SST: The new Assistant Principal has done a great job of leading efforts using data and assessment to identify students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral). Counselors and admin led staff training on the role of SST in 21-22 and have made improvements utilizing district forms and a referral process beyond the current monitoring process continues to be a need. Additional staff training occurred in 22-23. Staff and parents still have some work to do to understand both the monitoring and the referral channels of our SST system. A department data protocol process was implemented tied to assessment continuum. SST Monitoring continued to meet monthly identifying students struggling with return to school.

INTERVENTION: Counselors and admininistrators led additional pre-referral and intervention model professional development including how to use results from StarRen for a targeted Kahoot intervention. Overall, we still need to develop and implement a formalized system of academic interventions (tier 2 and tier 3 general education supports). Given the smaller class sizes this year, there wass an opportunity to take advantage of tier 2 strategies within the instructional period. However, there is not the number of students nor resources for many formal general education intervention structures beyond the classroom teacher. Paper, an online tutoring resource, remained available for targeted students identified by the district and teacher office hours, and after school tutoring served as tutoring supports for all students.

SUPPORT PERIOD: The significant change initiative during the 22-23 school year was a revised support period using a new platform, Enriching Students. This required staff training on the actual tool and monitoring and revising implementation towards our desired outcome. s a staff, we discussed the strengths and areas of concern regarding support period. The driving goals as identified in 21-22 through surveying and discussion was to better use support period time for intervention and enrichment, beyond the existing homework help. The goal was also to provide student choice not in just how the time was used but where they spent and allowed them to self select the teacher they needed direct access to. A A student survey was administered. Revisions to how students and staff use support time was agreed to. Overall, staff and student surveys in 22-23 showed positive reaction to the change and Enriching Students will continue to be used for the 23-24 school year.

Briefly 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.

WASC SELF STUDY: There is a desire to still focus on English Learner performance while also expanding the goal to include supporting all students. As part of this goal, need to focus on intervention model, examine support period, and formalize system of tiered intervention and support. An ability to leverage our small school nature.

ENGLISH LEARNER: The hiring of a bilingual instructional assistant and/or contracting with agency to translate work and materials beyond the textbook continues to be a top priority. A parent support group facilitated by our bilingual liaison continues to be an area of need. The current bilingual liaison is retiring and we are excited to improve the level of service from this role.

SST: The AP working with counselors, will continue to refine the two channels to include a monthly, integrated team for schoolwide monitoring and a more individualized, counselor led referral process using the district forms. There will be ongoing work to involve teachers and parents in these discussions to close the communication loop when a concern is identified and voiced.

INTERVENTION: The plan is to continue using Enriching Students in the 23-24 school year. support period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, IXL, Kahn). Beyond support period, after school tutoring, and Boys and Girls Club partnership tutors/homework help, the question is how to structure and what resources are available to provide general education supports and when?

SUPPORT PERIOD: There is a need to determine incentives for teachers to facilitate enrichment, intervention, and support beyond the current uses of support period will need to be worked through. We made great progress with offerings beyond homework help. However, many times when enrichment opportunities were offered, very few students signed up. We need to continue to survey students and respond to programming that they will sign up for and benefit from now that we have worked through the logistical items.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st-century learning.

Goal 3

HS Goal 6: 80% of high school students will report either liking school or liking school very much as measured by student perception surveys (Climate and Culture Survey 72% in 22-23, 77% in 21-22, 72% 20-21)
HS Goal 7: 33% of students will report seeing how their learning relates to their future and 40% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

WASC Action Plan (Relevance): Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.

WASC Growth Area: As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.

Identified Need

Increase student engagement and student perception of school.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate and Culture Survey	72% report either liking school or liking school very much.	75% of high school students will report either liking school or liking school very much.
Climate and Culture Survey	32% reported seeing how their learning relates to their future.	33% of students will report seeing how their learning relates to their future.
Climate and Culture Survey	34% how their learning relates to the real world.	40% of students will report seeing how their learning relates to the real world.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

RELEVANCY:

Students will learn through 1-2 projects within existing coursework.

Students will produce products or performances for an audience beyond teacher.

Students will have access to dual enrollment coursework on campus and off campus.

Students will complete capstone experiences in sequenced coursework

Students will use a variety of 21st-century technologies appropriately. Teachers will continue to expand the use of educational technology to increase student engagement.

Staff will facilitate opportunities with industry experts, field trips, or exhibitions of learning.

MHS will provide courses like Freshman Seminar and Senior Seminar that provide real-world strategies for success in high school and their post-secondary plans.

SMMUSD will assist in CTE Credentialing, CTE Coursework

SMMUSD/MHS will expand SMC Partnership

MHS/Staff will work with BGCMalibu in response to grant for Innovative Projects.

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

Amount(s)	Source(s)
3500	Site Formula Funds
1200	Site Formula Funds

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STAFF TRAINING:

Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application.

Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice.

Continue to expand the use of educational technology to increase student engagement.

MHS/SLT will provide Professional Development including full staff Project based learning PD (school or district provided with district personnel and outside consultants)

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CLIMATE/INCLUSIVE PRACTICES/IDENTITY INCLUDING RACE AND STUDENT PROGRAMS:

MHS will facilitate a climate where people are comfortable taking risks and trying something new.

CSL Program and Coordinator

PTSA Sponsored Mindfulness Program

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

Amount(s)   Source(s)

11,000   Stretch Grant (Ed Foundation)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STUDENT VOICE:

Create a Principal Advisory Committee made up of representative students.

Continued use of student perception data (district surveys, school-based surveys, teacher-created surveys, CHKS)

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

DEPARTMENT STRATEGIES:

ENGLISH: One PBL experience that is common to students across grade level each year (ie: Gr 9: a Zine on theme connected to literature, grade 12-poetry reading) This is an area for improvement. Will also continue implementation of digital writing folders.

HISTORY: Enhance "History Day" exhibition of learning to include investigating giving students options to showcase their knowledge: podcasts, documentaries, etc.

WORLD LANGUAGE: Organizing two exhibitions of learning to include a Culture Day and World Language Day.

VAPA: Varied by domain (Visual/Performing) to include: Visual: More collaborative/group projects. Increase student choice in projects. To continue to work with the City of Malibu to get student work visible to the community.   Performing: Continue collaborative projects within the visual and all performing arts. Band/Choir to take learning field trips.

MATH: Problem solving activities using the 7 step procedure will be incorporated into each class to promote critical thinking skills.

SCIENCE: Incorporate 1 long term project with real world application (ie: PSA-Environmental, Futures in Science).

SPED: Practical Application/Skill Building: In addition to content objectives, will clearly state, "When am I going to use this in my life? as part of agenda to make the why explicit to students.

COUNSELING: College and Career Workshops, Handbook, and Blog. Counselor/student relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

RELEVANCY: There continues to be a need to increase staff capacity around Project Based Learning. Foundational training during the 21-22 school year with Dr. Smith occurred and in 22-23 departments had time in departments to develop projects. Parallelly, there was continued staff training including restorative justice, social justice, PBL, and social emotional learning at both the district and site levels, through what was described as a "buffet of options". This year's SEL and RJ Series trainings within the site Friday calendar were not successful based on staff feedback and due to the RJ facilitator not showing up multiple times. Throughout the year, across departments, we did see more and more examples of projects (ie: selsfie project, ted talk, physics Olympics), exhibitions of learning (ie: world language days, decades day, VAPA performances and art shows), industry experts (ie: west basin, Obama poet), and leaving to learn (ie: Film museum, Getty Villa). However, often, the projects continue to be a way for students to display or demonstrate their learning and not as the mechanism through which learning occurs. The partnership with BGC Malibu and a grant also allowed teachers and departments to submit innovative projects requests and resulted in maker space equipment being made available for student use.

At the start of the 22-23 school year, the VAPA department worked on a graphic to better articulate the existing VAPA sequences/pathways for students, parents, and public. The 22-23 year was the first year of implementation with CTE coursework in film, broadcast, and journalism. The attempt to have our theater teacher become CTE credentialed and theater coursework CTE certified was not successful and that teacher decided to retire at the end of the school year. The SMC Malibu campus opened for spring of 2023. Surveys, meetings, and tours with SMC occurred with the ultimate goal of offering more dual enrollment courses on campus and on SMC campus. Challenges continue to include schedule of classes offered by SMC around school bell schedule and during summer, availability of SMC staff, getting our existing MHS teachers and MHS coursework approved through SMC academic departments.

CLIMATE/INCLUSIVE PRACTICES: We continued with NAMI Ending the Stigma workshops for the 4th year. The DEI Change group shifted towards a districtwide approach still working with Tribesy Consultants. School safety continued to be a focus with the city of Malibu conducting a comprehensive assessment and staff training in depression/suicide, critical incident response,

STUDENT VOICE: Student check-ins, focus groups, surveys, SSC student voice platform will also all continue to be channels. We continued to administer student surveys (CHKS, Engagement, Senior, Olweus) and parent surveys (CHKS, climate, engagement) and analyzed data from these surveys to inform practice. Beyond surveys, student voice was solicited in google forms, focus groups, informal conversations, and through SSC student members and ASB.

COMMUNICATION & CUSTOMER SERVICE: Significant progress in developing belief statements and revising mission statement and school wide learning outcomes. This included staff and SSC surveys, whole staff discussion, and work within the SLT. We continued Monday Message, staff bulletins, calendars, website, Twitter, weekly athletics updates and Blackboard communications informing parents of school events and analyzed the usage of Blackboard and website. The PTSA increased their social media presence. Parent involvement channels (PTSA, Arts Angels, Malibu LEAD, ABC, TSF, Coffee with Counselors, SSC) sustained their participation. PTSA and other support groups remain active, albeit with shifted priorities or responsibilities. 22-23 had higher levels of parent participation at meetings and events including Coffee with the Counselors, PTSA, athletics, and VAPA events. The PTSA Friendly Faces program was revived in 22-23.

SOCIAL EMOTIONAL: The Wellness Center at the Boys and Girls Club continues to be a vital resource to students and families. Our school community did experience a death, likely by suicide, of a current student in June, 2023.

STUDENT PROGRAMS: Pep-rallies/assemblies/ASB activities, variety of extra-curricular opportunities, co-curricular activities (VAPA, Film, Robotics) and Athletics all continued. College and career counseling programs, focused on "fit" and parent and student education opportunities to explore wide range of post-secondary options and address student/parent pressure during college admissions process continued to be delivered via zoom. The Community Service Program Coordinator did an excpetional job identifying and promoting as well as facilitating meaningful service throughout the community.

Briefly 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.

RELEVANCY: We need to continue to create conditions that allow teachers and departments to innovate including increased projects, exhibitions of learning, industry experts, and field trips. However, student behavior and staff morale and staff capacity have led to more incremental progress. There is a plan in 23-24 for partnership with BGC Grants and training around design thinking. Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application is needed and may require outside expertise. The PBL course, Empowered Voices, was developed, piloted, and approved. However, after year one implementation in 22-23 with a small number of students, only 1 student requested the course for 22-23. Therefore, the course will not be offered. This was previously funded directly by the Boys and Girls Club. We would like to explore CTE certification and credentialing in visual and/or digital arts. As our enrollment continues to decline, a challenging master schedule has become even more challenging. The previous constraints made the piloted integrated labs not sustainable and prevent academy and pathway models. It has also led to multiple levels within once section (ie: physics, engineering, film, broadcast, journalism, creative writing, digital design, arts).

STUDENT VOICE: It is still a continued goal to form a Principal Advisory Committee (PAC).

COMMUNICATION & CUSTOMER SERVICE: The PTSA identified 3 goal areas for 22-23 and were largely very successful including: Support Administration's Campus Efforts, Parents On Campus and Student & Parent Education. While fundraising needs have been met, there is a need in 2023-24 to revive The Shark Fund with better organization. Ongoing construction with planning and design for a new high school building will continue to be a factor to navigate. There has been a delay in the start of that project due to permits with the city of Malibu and the Coastal Commission. In the 2023 school year, we will formalize a family engagement plan and home to school compact as is now the district expectation for all school sites, not just Title 1 schools.

DEPARTMENT SPECIFIC ACTIONS: Were revised in June, 2023 from department chairs.

NOTE: Teachers have voiced concern regarding increased student absenteeism. High levels of chronic absenteeism have long been an issue within our school community. Letters are sent using A2A, conferences are held after the second letter, and SART contracts developed. We worked with the PTSA to develop an attendance incentive program this year. We have increased the messaging around the importance of daily attendance. We conducted some home checks and have had Wellness Providers do outreach specific to attendance concerns. What is sometimes challenging is that students with high levels of absenteeism often have passing or high grades in the course which then does not reinforce the administration messaging and efforts.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$53,982.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Site Formula Funds	$26,982.00
Stretch Grant (Ed Foundation)	$27,000.00

Subtotal of state or local funds included for this school: $53,982.00

Total of federal, state, and/or local funds for this school: $53,982.00

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

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Patrick Miller	Principal
Sean Ryan	Classroom Teacher
Makenna Samsel	Classroom Teacher
Jennifer Gonzalez	Classroom Teacher
Linh Griffin	Parent or Community Member
Nancy Levy	Parent or Community Member
Soniya Perl	Parent or Community Member
Kathy Kennedy	Other School Staff
Shane Perl	Secondary Student
Irina Columbeanu	Secondary Student
Alex Aspron Ladesich	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee
	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.
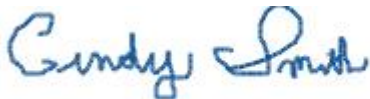
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/2021.

Attested:

[signature]	Principal, Patrick Miller on July 19, 2023
[signature]	SSC Chairperson, Cindy Smith on July 19, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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