

School Year: **2021-22**



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	19-64980-1995737	November 18, 2021	December 16, 2021

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.

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 2021-2022 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 graduates are socially just and ready for college and careers (1, 2, 4, 7,8)

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

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

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).

In Spring 2021, a Culture and Climate Survey was given to students, staff, and parents (n=346). 72% of students either strongly agreed (29%) or agreed (43%) that they like Malibu High School. 11% disagree or strongly disagree with the remaining students being neutral. 89% of students reported their teachers expect them to do their best and 89% said teachers provide extra help when students need it. 86% said their teachers want students to succeed. 72% of students reported their classes are challenging, 63% report they learn a lot in their classes. 69% say they participate in class discussions and activities and 53% report seeing how their subjects relate to one another. 65% of students participate in extracurriculars. 76% reported their coursework prepares them for college, but only 44% reported it prepares them for a global community and 43% reported it prepares them for career. 70% of students said the school develops collaboration skills, 61% said the same for critical thinking skills but only 39% said the same for skills for managing emotions. However, only 49% say their classes let them be creative and only 47% say their classes are fun. Only 31% of students report seeing how their learning relates to their future and only 29% how it relates to the outside world. 80% of students said, with race and ethnicity in mind, they feel welcomed and 79% feel included. 24% of students reported experience racism or discrimination. Of those parents who responded, 80% strongly agree or agree that they like MHS. 85% say staff wants students to succeed, 85% say staff keeps students updated on their academic progress, and 82% say staff gives students extra help when they need it. 78% say staff members make parents feel welcome, 76% say staff responds to questions/concerns. 75% say staff at school effectively communicate. 95% agree that the school provides information about school activities. However, 64% says the school is transparent in decision making and 63% say the school engages parents. 94% of staff strongly agree (79%) or agree (15%) that they like MHS. 94% report the school develops critical thinking skills and 88% collaboration/ 94% say the school prepares for college but only 72% for career.

Previously, a student engagement survey was administered during the 2019-2020 school year (n=96, grade 10 only). Students reported they almost always/always or often like school at 59%, an increase from 55% in 18-19 and 46% in 17-18. 85% said they come to school prepared, 80% said they try their best, 92% spent time with at least one friend at lunch, and 78% said they have positive relationships with adults in my school. The overall engagement score which factors in all engagement questions for 19-20 was 74%. Highest ranking indicators were in the area of self management (ie: nice to teacher, nice to classmates, follow rules). Lowest ranking items included seeing how what I'm learning relates to the outside world (24%), classes let me be creative (34%), 27% classes are fun. A separate school climate survey was administered during the 2018-2019 school year to staff soliciting feedback on academic support, student support, school leadership, faculty relations and supports, family involvement, safety and behaviors. 100% of staff reported there is an adult kids can go to for help with a personal item. 97% reported the same for a school item. 93% felt students are challenged by their schoolwork. 93% felt families are informed and encouraged to attend school sponsored activities. However, only 40% were aware of safety and security procedures, 34% said the school offers a variety of activities and courses, 33% said administrators are available if they have a concern, 33% reported administrators communicate the schools mission and vision, and 33% said administrators provide useful feedback about their work. No similar survey was administered in 2019-2020.

A Senior Exit Survey was administered during the 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.

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[artnerships, 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.

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.

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.

The OLWEUS student perception survey on school climate and bullying behaviors was not administered during the 2020-2021, 2019-2020 or 2018-2019 school year due to school closures. The 2017-2018 and the 2016-2017 school year which included students in grades 6-12, had 42.2% of students reporting liking 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.

Classroom Observations

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

Teachers are observed by administrators during the formal observation process. Additional informal observations are conducted by administrators throughout the year. Department Chairs are encouraged to observe colleagues and provide feedback. 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.

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)

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:

ELA: Listen/Interpret (October 21=95% near or above, October 20= 90%)
Math: Algebra and Functions II (October 21=92% near or above, October 20=93%)
Math: Geometry Congruence (October 21= 87% near or above, October 20=86%)

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.

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, 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).

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: 60% of students meet/exceed state standards as measured by CAASPP Math (56% in 20-21, DNA in 19-20, 56% in 18-19)

HS Goal 2: 87% of students meet/exceed state standards as measured by CAASPP ELA (82% in 20-21, 92% in 19-20, 80% 18-19)

SPSA Goal 2 (Student Support):

Site Goals:

HS Goal 3: 5% decrease at each grade level below 25th percentile on Star Renaissance measurement at winter and spring administration in both ELA and Math (Baseline ELA: 9-30%, 10-21%, 11-20%, 12-17%)(Baseline Math: 9-38%, 10-13%, 11-6%, 12-3%)

English Language Development

HS Goal 4: 75% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative. (11/17 in 2020-2021)

School Goal 3: (Relevance)

Site Goals:

HS Goal 5A: 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 20-21) (59%, 19-20 Student engagement survey, Olweus 6-12 42.2 in 17-18, 42.6% in 16-17)

HS Goal 5B: 65% of MHS graduates will obtain bachelors degree completion within 4 or 5 years as measured in Naviance reporting (No baseline, national average is 61% in 6 years)

HS Goal 6: 35% of students will report seeing how their learning relates to their future and how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 20-21: 31%, NDA for 19-20) (Real World: 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. We have no teachers working out of assignment. The staff is comprised of 39 teachers, 2 administrators, 3 counselors, 1 school psychologist, 1 librarian and 1 school nurse. Five 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, 2021 and reevaluated in August, 2021 an annual Professional Development calendar. Teacher professional development this school year will be focused on reengagement on effective PLC teams, SST process, Pre-referral intervention process, systematic use of data, evaluation of support period, staff capacity around Project based learning, and co-design of DOK 3 and 4 tasks. 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)

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 quarterly and 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. For the 2021-2022 school year, staff approved a new bell schedule with an 8:30am start time in anticipation of the state law taking effect next school year.

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.

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.

Parental Engagement

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

The primary channels for parental involvement include PTSA, SSC, Arts Angels, Athletics Boosters, Coffee with the Counselors, and a newly formed Latinx 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 our ELAC and 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.

Stakeholder 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, regular Staff Meetings, and monthly PTSA meetings.

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)

2021-2022 school year:

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, 2020: SSC Approval

ELAC Note: With 21 English Learner students in October, attempts have been made at forming an ELAC but we have been unsuccessful in electing officers and discussing next steps. A meeting was attempted on November 8th, and despite general notices and individual invitations, no parents attended. A second meeting will be attempted December 15th. Meetings will continue to be held/attempted to engage English Learner families. Direct, informal conversations as well as EL participation in PTSA and SSC meetings has helped inform the current plan.

Resource Inequities

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

The district allocation of \$20k for SLT needs to support teacher professional development and the identified teacher strategies in the SLT plan ensure needs are met. 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 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 will be shared in budget meeting in Spring, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.21%	0%	%	2	0	
African American	1.9%	1.89%	2.0%	18	10	10
Asian	2.64%	2.46%	1.8%	25	13	9
Filipino	0.32%	0.19%	0.2%	3	1	1
Hispanic/Latino	13.5%	12.31%	14.1%	128	65	70
Pacific Islander	0.32%	0.38%	0.2%	3	2	1
White	75.63%	77.27%	76.3%	717	408	379
Multiple/No Response	5.49%	5.49%	5.4%	52	29	27
Total Enrollment				948	528	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	116		
Grade 7	112		
Grade 8	112		
Grade 9	136	108	111
Grade 10	163	125	114
Grade 11	152	148	123
Grade 12	157	147	149
Total Enrollment	948	528	497

Conclusions based on this data:

1. Malibu High and Middle School Separation impacts total enrollment from 18-19 to 19-20.
2. 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.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	12	19	3.3%	2.3%	3.8%
Fluent English Proficient (FEP)	77	44	42	8.1%	8.3%	8.5%
Reclassified Fluent English Proficient (RFEP)	5	1	1	18.5%	3.2%	8.3%

Conclusions based on this data:

1. A small number (4) of the small number of EL (19) students are beginner level 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

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	102	107	108	101	97	102	101	97	102	99	90.7	94.4
Grade 7	117	105	107	106	99	104	106	99	104	90.6	94.3	97.2
Grade 8	159	116	108	152	104	104	152	104	104	95.6	89.7	96.3
Grade 11	151	149	145	144	140	132	144	140	132	95.4	94	91
All Grades	529	477	468	503	440	442	503	440	442	95.1	92.2	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2589.	2586.	2550.	38.61	39.18	30.39	33.66	39.18	29.41	25.74	12.37	22.55	1.98	9.28	17.65
Grade 7	2594.	2596.	2589.	22.64	31.31	29.81	51.89	42.42	43.27	19.81	16.16	9.62	5.66	10.10	17.31
Grade 8	2641.	2631.	2624.	46.05	35.58	36.54	34.21	44.23	36.54	15.79	16.35	22.12	3.95	3.85	4.81
Grade 11	2663.	2662.	2667.	50.00	49.29	50.00	29.17	30.00	30.30	11.11	12.14	15.15	9.72	8.57	4.55
All Grades	N/A	N/A	N/A	40.76	39.77	37.56	36.38	38.18	34.62	17.30	14.09	17.19	5.57	7.95	10.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.63	42.27	35.29	53.47	46.39	42.16	9.90	11.34	22.55
Grade 7	38.68	41.41	36.54	46.23	42.42	46.15	15.09	16.16	17.31
Grade 8	56.58	50.00	48.54	34.87	42.31	37.86	8.55	7.69	13.59
Grade 11	54.86	57.14	49.24	35.42	32.86	40.15	9.72	10.00	10.61
All Grades	48.31	48.64	42.86	41.15	40.23	41.50	10.54	11.14	15.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	44.55	44.33	29.41	50.50	46.39	54.90	4.95	9.28	15.69
Grade 7	39.62	45.45	45.19	56.60	44.44	42.31	3.77	10.10	12.50
Grade 8	62.50	43.27	38.83	30.92	45.19	59.22	6.58	11.54	1.94
Grade 11	57.64	57.14	61.36	29.17	33.57	34.09	13.19	9.29	4.55
All Grades	52.68	48.41	44.90	39.76	41.59	46.71	7.55	10.00	8.39

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	32.67	36.08	23.53	61.39	56.70	62.75	5.94	7.22	13.73
Grade 7	21.70	25.25	21.15	69.81	63.64	63.46	8.49	11.11	15.38
Grade 8	34.21	35.58	35.58	61.84	60.58	58.65	3.95	3.85	5.77
Grade 11	42.36	40.00	42.42	50.69	52.86	53.79	6.94	7.14	3.79
All Grades	33.60	34.77	31.45	60.24	57.95	59.28	6.16	7.27	9.28

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	56.44	55.67	36.27	40.59	37.11	48.04	2.97	7.22	15.69
Grade 7	42.45	45.45	32.69	48.11	45.45	51.92	9.43	9.09	15.38
Grade 8	55.26	59.62	44.66	38.16	34.62	44.66	6.58	5.77	10.68
Grade 11	59.03	57.86	52.27	31.94	35.00	40.91	9.03	7.14	6.82
All Grades	53.88	55.00	42.18	38.97	37.73	46.03	7.16	7.27	11.79

Conclusions based on this data:

1. For grade 11, listening continues to be the target area with the lowest performance.
2. For grade 11, overall strong performance in ELA.
3. Was administered in 19-20 and 20-21, but data not reflected.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	102	107	108	101	98	102	101	98	102	99	91.6	94.4
Grade 7	117	105	107	106	100	104	106	100	104	90.6	95.2	97.2
Grade 8	159	116	108	151	102	106	151	102	106	95	87.9	98.1
Grade 11	151	149	145	144	138	130	144	138	130	95.4	92.6	89.7
All Grades	529	477	468	502	438	442	502	438	442	94.9	91.8	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2573.	2579.	2561.	39.60	41.84	34.31	19.80	25.51	19.61	25.74	21.43	25.49	14.85	11.22	20.59
Grade 7	2580.	2594.	2572.	25.47	36.00	29.81	33.02	26.00	26.92	32.08	23.00	25.00	9.43	15.00	18.27
Grade 8	2627.	2593.	2598.	48.34	34.31	38.68	18.54	19.61	15.09	19.21	28.43	21.70	13.91	17.65	24.53
Grade 11	2621.	2616.	2644.	25.69	18.12	32.31	25.69	31.88	23.08	18.75	21.01	24.62	29.86	28.99	20.00
All Grades	N/A	N/A	N/A	35.26	31.28	33.71	23.90	26.26	21.27	23.11	23.29	24.21	17.73	19.18	20.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	48.51	46.94	40.20	31.68	36.73	32.35	19.80	16.33	27.45
Grade 7	42.45	47.00	44.23	36.79	31.00	26.92	20.75	22.00	28.85
Grade 8	52.98	40.20	44.34	26.49	34.31	24.53	20.53	25.49	31.13
Grade 11	38.19	36.96	43.85	27.78	28.99	28.46	34.03	34.06	27.69
All Grades	45.62	42.24	43.21	30.08	32.42	28.05	24.30	25.34	28.73

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	38.61	40.82	31.37	44.55	42.86	44.12	16.83	16.33	24.51
Grade 7	28.30	41.00	31.73	57.55	44.00	45.19	14.15	15.00	23.08
Grade 8	50.33	36.27	39.62	33.77	50.98	42.45	15.89	12.75	17.92
Grade 11	26.39	18.12	32.31	45.83	55.80	48.46	27.78	26.09	19.23
All Grades	36.45	32.65	33.71	44.42	49.09	45.25	19.12	18.26	21.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.59	41.84	35.29	43.56	38.78	39.22	15.84	19.39	25.49
Grade 7	28.30	39.00	31.73	59.43	50.00	53.85	12.26	11.00	14.42
Grade 8	50.33	40.20	38.68	36.42	39.22	41.51	13.25	20.59	19.81
Grade 11	29.86	23.91	33.85	54.17	53.62	50.77	15.97	22.46	15.38
All Grades	37.85	35.16	34.84	47.81	46.12	46.61	14.34	18.72	18.55

Conclusions based on this data:

1. Significant gap (>10%) exists between ELA and math.
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. No data available 19-20, was administered 20-21 but data not reflected.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	8
Grade 8	*	*	*	*	*	*	*	5
Grade 9	*	*	*	*	*	*	*	4
Grade 10	*		*		*		*	
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		4
All Grades							21	27

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*		*	*	*	*	*
11	*	*	*	*		*		*	*	*
All Grades	61.90	33.33	*	51.85	*	7.41	*	7.41	21	27

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	71.43	66.67	*	18.52		7.41		7.41	21	27

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	22.22	*	33.33	*	25.93	*	18.52	21	27

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	57.14	18.52	*	66.67		14.81	21	27	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	85.71	88.89	*	3.70		7.41	21	27	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	
All Grades	*	25.93	61.90	40.74	*	33.33	21	27	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
7	*	*	*	*	*	*	*	*	
All Grades	*	18.52	57.14	74.07	*	7.41	21	27	

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.
3. Data not reflected for 19-20 and 20-21.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
528	14.4	2.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.3
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	76	14.4
Students with Disabilities	32	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9
Asian	13	2.5
Filipino	1	0.2
Hispanic	65	12.3
Two or More Races	29	5.5
Pacific Islander	2	0.4
White	408	77.3

Conclusions based on this data:

1. Data not updated for 20-21

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Blue
Mathematics  Green	Chronic Absenteeism  Orange	
College/Career  Orange		

Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

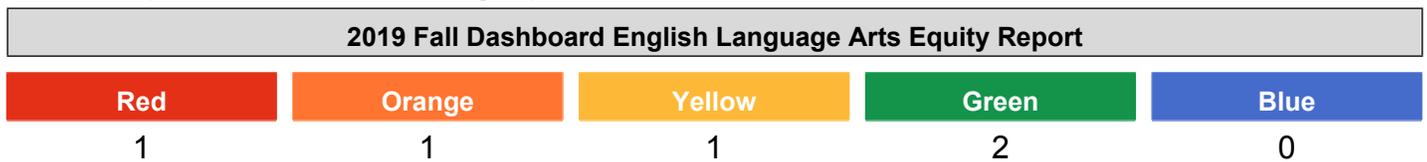
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>51.3 points above standard</p> <p>Declined -10.2 points</p> <p>436</p>	<p>English Learners</p> <p>Orange</p> <p>43.3 points below standard</p> <p>Declined Significantly -53 points</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>13.1 points above standard</p> <p>Declined Significantly -28.5 points</p> <p>63</p>	<p>Students with Disabilities</p> <p>Red</p> <p>79.4 points below standard</p> <p>Declined -11.1 points</p> <p>41</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 69.9 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2 points above standard Declined -12.5 points 59	 No Performance Color 58.6 points above standard Declined -11.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 58.3 points above standard Declined -9.1 points 328

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.9 points below standard Declined Significantly -26.9 points 18	8.9 points above standard Declined Significantly -55.8 points 13	58.4 points above standard Declined -6.6 points 377

Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

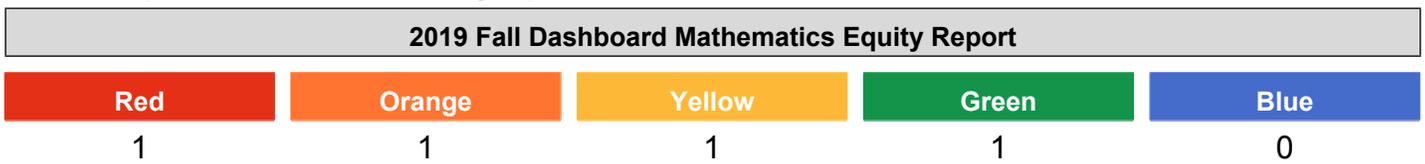
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>10.9 points above standard</p> <p>Maintained -1.1 points</p> <p>436</p>	<p>English Learners</p> <p>No Performance Color</p> <p>58 points below standard</p> <p>Declined Significantly -38.2 points</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.2 points below standard</p> <p>Declined Significantly -25 points</p> <p>63</p>	<p>Students with Disabilities</p> <p>Red</p> <p>136 points below standard</p> <p>Declined Significantly -15.4 points</p> <p>42</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 64.6 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.7 points below standard Maintained ++2.3 points 59	 No Performance Color 47.6 points above standard Increased ++7.2 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 14.4 points above standard Maintained -1.7 points 328

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.2 points below standard Declined -9.6 points 19	7.6 points above standard Declined Significantly -31.9 points 13	17.8 points above standard Increased ++3.8 points 376

Conclusions based on this data:

1. Not updated for 2020 or 2021

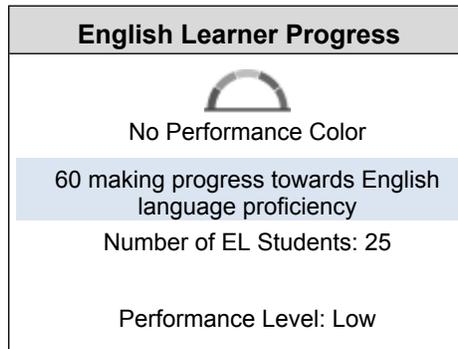
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

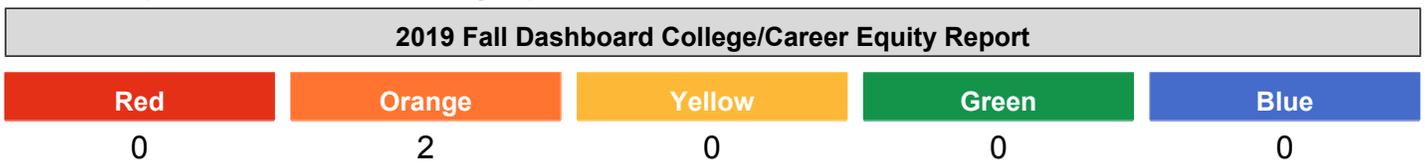
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>50</p> <p>Declined Significantly -10.1</p> <p>158</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.4</p> <p>Declined -3</p> <p>33</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>4.2</p> <p>24</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 38.1 Declined -6.3 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 50 Declined -13.8 118

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	60.1 Prepared	50 Prepared
Approaching Prepared	10.8 Approaching Prepared	13.3 Approaching Prepared
Not Prepared	29.1 Not Prepared	36.7 Not Prepared

Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

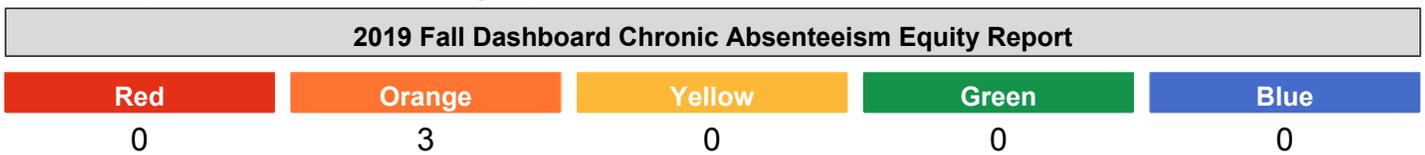
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>13.1</p> <p>Increased +1.1</p> <p>343</p>	<p>English Learners</p> <p>No Performance Color</p> <p>9.5</p> <p>Increased +1.2</p> <p>21</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>18.9</p> <p>Maintained +0.2</p> <p>53</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>25.6</p> <p>Increased +1.5</p> <p>39</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.8 Increased +6.5 47	 No Performance Color 15.8 Increased +7.1 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 13.6 Maintained +0.3 258

Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

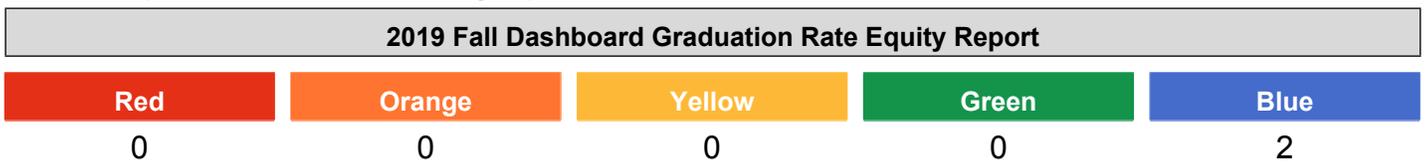
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>96.8</p> <p>Increased Significantly +5.7</p> <p>158</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>100</p> <p>Maintained 0</p> <p>33</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>95.8</p> <p>24</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100 Increased +11.1 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 95.8 Increased +3.5 118

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.1	96.8

Conclusions based on this data:

- Not updated for 2020 or 2021

School and Student Performance Data

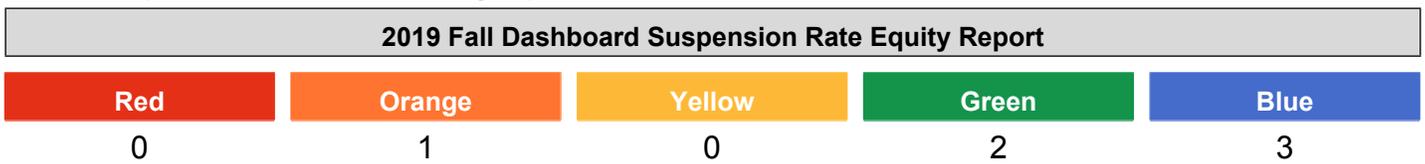
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>1.2</p> <p>Declined Significantly -2.2</p> <p>963</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -3.3</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.1</p> <p>Declined -3.3</p> <p>146</p>	<p>Students with Disabilities</p> <p>Green</p> <p>1.1</p> <p>Declined -5</p> <p>95</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -3.8 129	 Orange 3.8 Increased +1.8 53	 No Performance Color Less than 11 Students - Data 3	 Blue 1.2 Declined Significantly -2.5 729

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	1.2

Conclusions based on this data:

1. Not updated for 2020 or 2021

School and Student Performance Data

Local Assessment Data

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

SPSA Site Goals:

SPSA GOAL #1: By May 2022, 60% of students will meet/exceed state standards as measured by CAASPP Math (56, NA, 56)

SPSA GOAL #2: By May 2022, 87% of students will meet/exceed state standards as measured by CAASPP English Language Arts (80, 91, 82)

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

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	(56% in 20-21) (NA in 19-20) (56% in 18-19)	60% of students meet/exceed standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP ELA	(82% in 20-21) (92% 19-20)(80% 18-19)	87% 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 engage in DOK 3 & 4 tasks in all content areas.

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

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)
1070	Site Formula Funds
9700	Site Formula Funds

1500	Site Formula Funds
3000	Site Formula Funds
4500	Site Formula Funds
1500	Site Formula Funds
500	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: MDTP, StarRen, CAASPP Interim).

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)
4000	Site Formula Funds
400	Site Formula Funds

2500	Site Formula Funds

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.

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).

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)
3200	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.

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)
7000	Site Formula Funds
875	Site Formula Funds
1000	Site Formula Funds

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: Improve student performance on “listening” target by utilizing a podcast as source material within each unit and designing tasks that strengthen skills needed to be an effective listener. Department will make listening skills explicit and make connections between student behaviors needed for reading comprehension and listening comprehension.

HISTORY: A focus on cross-cutting historical thinking skills (ie: change, continuity, perspective) that will be measured through writing tasks in CP and AP courses using a consistent department rubric.

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

VAPA: A focus on perseverance and problem solving as measured by student portfolios. Continued focus on self-analysis and peer-critique.

MATH: Students engage in problem solving through EFFL- Experience First, Formulate Later tasks. Additionally, a common performance task requiring students to follow a 7 step procedure will be given each semester.

SCIENCE: Increase inquiry-based labs with an emphasis on literacy, written lab report.

SPED: Maintaining high, positive expectations for all students. 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)

850

Source(s)

Site Formula Funds

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 school year. Similarly, the School Site Council and the School Leadership team completed similar reflection exercises in the spring, 2020. Below is a summary of the discussions from those 3 exercises. A summary of accomplishments and planned next steps for the 21-22 school year were emailed to parents in June, 2021. It is also important that a full WASC Self Study Accreditation Visit occurred in October, 2020 which has informed the 21-22 plan.

Summary:

Goal 1:

DISTANCE LEARNING: Distance learning/crisis instruction included a combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities delivered by credentialed teachers and supported by classified staff to ensure appropriate and effective instruction and connection to students.

Teachers provided 240 minutes of daily live instructional time, except for the compressed day, using a modified 9:00am-2:00pm schedule. Students' experience with live instruction varied and consisted of a combination of whole group, small group, one-on-one live instruction and independent work for students. To ensure a guaranteed and viable curriculum was implemented district-wide, teachers met as district/site department teams identify the essential standards and critical areas in SMMUSD's curriculum guides. To monitor student learning, teachers used assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics. Staff needs and department/schoolwide strategies shifted due to distance learning. Needs included tech integration, collaborative task design, building community virtually, assessment virtually, what data can we use to monitor student progress remotely, and enrichment activities. These strategies were fully implemented and as a result the Malibu High community navigated the Covid school closures better than most schools. As evidenced on student performance on CAASPP summative and CAASPP Interims throughout last year, student academic performance was able to be maintained. Students and parents reported very positively having a single learning platform in Google Classroom. Grading practices were revised districtwide which included a minimum F, a 5 day grade period, and increased flexibility. Ultimately, as a result of state legislation, a Pass/No Pass option was also available.

TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Through the WASC self study process, teachers expressed a desire to use PLC time to co-design DOK 3 and 4 tasks and analyze student performance in all content areas. Additionally, there was a desire to Increase number of performance tasks that students engage in, particularly in math and to increase release of control by reducing teacher talk and increase student discourse. The distance learning format and eventual return to in person in a socially distanced manner (simultaneous teaching) impeded work around student discourse, performance tasks, and hands on activities. Therefore, this goal was only partially implemented. Tech tools allowed for increased formative feedback and discrete participation, but relied more on teacher presentation than student collaboration. Independent learning skills, research skills, and student written output seemed to be strengthened given the modality.

ASSESSMENT: While we desired to utilize additional CAASPP IABS for math and ELA (ie: district interim, CAASPP IAB, department developed) to ensure alignment with core standards and pacing guides and to continue to gauge knowledge and guide instruction during distance learning and limited student/teacher time resulted in just the administration of the required IABs. However, a new diagnostic test, STAR Renaissance was also required in the Spring 2021. Unfortunately, CAASPP data and a lot of available performance data has not been provided in a manner that allows us to monitor performance of our significant subgroups (SED, Hispanic) and SPED performance, with a focus on Hispanic student performance in math. Given the virtual setting, math was unable to fully develop and use a variety of formative assessment which will be continued this year. It is important to note, while assessments are being administered and adapted during distance learning, the accuracy of the information is unknown as students navigated a number of barriers, both known and unknown.

DEPARTMENT PLC TEAMS: During distance learning, PLC time was preserved to allow for development of diagnostic assessment, ongoing formative assessment measures, co-plan and co-design tasks for distance learning, peer to peer training of technology tools and applications, identification of essential concepts and skills and adjust pacing. Teachers found this time very valuable as well as additional built in time for professional planning and department collaboration. As we transition back, we have done some refresher training on the function of PLCs and there is a need to use PLCs, through modified day schedule, as a vehicle to improve common instructional

practices/expectations across departments. Focus to be determined through SLT and common narrow instructional focus on student engagement to include DOK 3 and 4 tasks, academic discourse (academic language) and differentiation, a guaranteed and viable curriculum, common grading practices including rubrics, and evaluation of homework. Inquiry through Department PLCs could include classroom observations, co-design of activities, analyze data including analysis of student work for levels of depth of knowledge (DOK 3/4).

PROFESSIONAL DEVELOPMENT: The focus in 20-21 shifted exclusively to Tech Integration, Robust Distance Learning Program, Social Justice Integration. Outside PD was a challenge delivered remotely. We had the Tech TOSAs present on tech integration and the ACES Coordinator present on Social Justice standards, but staff expressed a need to use the Friday times largely to work within department teams on the intentional planning of effective distance learning.

CURRICULUM/INSTRUCTION: We piloted Multi Media Lab, Marine Field Research Lab, and English 9 Freshman Seminar Public Policy Social Justice Lab. We were unable to proceed with the Marine Field Research lab due to parent concerns. The Multimedia Lab and Social Justice/Health/Public Policy labs continued but distance learning impeded the type of interaction and hands on projects we had planned as part of these 2 period blocks. During course registration for 21-22, there was not enough interest to continue with the integrated Marine or Multimedia labs. Therefore the focus will be on having all teachers design 1-2 projects within existing coursework with focus on authentic learning, student engagement and real-world application. A new multimedia lab was purchased. New NGSS materials which had been adopted began to be utilized despite being in distance learning.

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

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

None, the main shift in expenditures was a result of being virtual until April, 2022. Implementation of strategies similarly was impacted as we were virtual, then focused on developing a distance learning plus enrichment model, followed by a return to in-person simultaneous teaching model. Student need shifted and required adjustments between keeping students engaged, ensuring student work was their own, addressing lack of socialization, facilitating in-person activities to the greatest extent allowed within the protocols.

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.

A general need is to simplify 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 is a definite need to address the lack of socialization and social emotional need. The routines of school have been difficult for students. We worked to change our bell schedule to a 8:30am start time, but adjusting has been challenging.

DISTANCE LEARNING: Teachers and students hope distance learning, especially simultaneous teaching, is a thing of the past. For the 21-22 school year, students and families had to select between a full, 5 day a week return or participation in Independent Study, aligned with new state legislation.

TIER 1 INSTRUCTION: There is a desire to hyper-focus on DOK 3/4 in all classes/content areas. Hands on tasks, lab skills were impacted by being virtual. We also know there will be skill gaps, especially in sequenced courses, that will need to continue to be addressed. There is no way to get back to normal and try to cover it all or do it all. Therefore, there is a continued need to focus on essential skills and standard and to adjust the sequencing and pacing as needed. There will be a need for reteaching.

ASSESSMENT: There was a challenge last year with summative assessments and academic honesty. While we want to find ways to continue the discrete and formative feedback tools, there will be a need to look at summative assessment. Additionally, the district has revised the diagnostic and progress monitoring assessment continuum which we will follow. There is teacher concern regarding the amount of required tasks and students perception of their effectiveness.

DEPARTMENT PLC TEAMS: A desire to strengthen 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).

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. Being remote also impacted our ability to continue to train more staff in design thinking and project based learning as quite simply, people are tired. However, the continued goal is to increase our internal expertise through professional development (internal-site based, teacher to teacher and external-conferences, consultant) around PBL, Blending Learning, and Tech Integration. Additionally, based on the WASC report, this year professional developement 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.

CURRICULUM/INSTRUCTION: The process was initiated to have our film and journalism programs become CTE programs. AP Music Theory which was added in 21-22 was successful and able to have enough student interest to be offered during the 21-22 school year. Physiology was also able to be offered based on student interest and staffing in the 21-22 school year to provide an additional advanced science elective. And, through a partnership with the Boys and Girls Club were offering a PBL Empowered Voices course for credit in a hybrid fashion.

DEPARTMENT SPECIFIC ACTIONS: Were developed in a joint meeting with SSC in October, 2021. See above.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

SPSA GOAL 3: 5% decrease at each grade level below 25th percentile on Star Renaissance measurement at winter and spring administration in both ELA and Math (Baseline ELA: 9-30%, 10-21%, 11-20%, 12-17%)(Baseline Math: 9-38%, 10-13%, 11-6%, 12-3%)

SPSA GOAL 4: 75% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (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	11/17 in 20-21 improved 1 or more levels or remain at level 4 overall	75% will improve 1 or more levels or remain at level 4 overall
Star Renaissance ELA	By Grade: 9-30%, 10-21%, 11-20%, 12-17%, number of students below 25th percentile on September admin	5% decrease at each grade level below 25th percentile
Star Renaissance Math	By Grade: 9-38%, 10-13%, 11-6%, 12-3%, number of	5% decrease at each grade level below 25th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students below 25th percentile on September admin	

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

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

Forming of ELAC, or EL parent input via SSC

Latinx Parent Support Group

Goals for Graduation

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)
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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 Design and Implement Department Data Team protocol.

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. In math courses, students will complete additional interim assessments for math to ensure alignment with core standards and pacing.

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

Staff will evaluate strengths and areas of concern regarding support period to allow for targeted interventions and additional programming. Explore use of additional differentiated Online Platforms (ie: APEX modules, Khan).

Students will access available supports including Paper, After School Tutoring.

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).

Implement range of tier 1 community building routines. Ongoing partnership with Wellness Center, NAMI.

MHS will facilitate a climate of care recognizing unique challenges post fire, ongoing pandemic. Principal will continue to participate in DEI Change Group.

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)
700	Site Formula Funds
600	Site Formula Funds
6000	Stretch Grant (Ed Foundation)

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 school year. Similarly, the School Site Council and the School Leadership team completed similar reflection exercises in the spring, 2020. Below is a summary of the discussions from those 3 exercises. A summary of accomplishments and planned next steps for the 21-22 school year were emailed to parents in June, 2021. It is also important that a full WASC Self Study Accreditation Visit occurred in October, 2020 which has informed the 21-22 plan.

Summary:

Goal 2:

DISTANCE LEARNING: Teachers provided differentiation for EL students through the use of small groups delivered during their 80-minute instructional period and during identified support time. Teachers utilized small group instruction and any additional time built into the day to target

academic support and accelerate learning but that proved hard to do given the whole group setting and limited time. Teachers used integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading as much as possible. It was a definite challenge to differentiate for the varying needs. During distance learning, there was standardized/supportive communication when students weren't engaging to students and parents. After school tutoring with Math and English teachers continued virtually. We were able to work through all technology issues including hardware, hotspots, and connectivity issues. Paraeducator support during distance learning was incredible. Our team was reliable and given the format and break out rooms structure, the extra adult support benefited all students. An in-person SPED/504 Hub opened in January to better support students with formal plans. Grading practices were revised districtwide which included a minimum F, a 5 day grade period, and increased flexibility. Ultimately, as a result of state legislation, a Pass/No Pass option was also available.

ENGLISH LEARNER: The EL Lead Position monitored student progress per district protocols. Our EL Lead continued to check in and provide info to teachers of EL students, monitor EL student performance, and hold language access team meetings during distance learning. A supplemental ELD elective class continued in the master schedule. ELPAC Summative was administered in the spring in person. Students largely performed well, and some are taking AP English with the necessary integrated supports in coursework. We did not continue trainings on ELA/ELD Framework and responsibility to provide designated and integrated ELD. May need to revisit. In partnership with BGC, we supported a community Latino parent group, Cafe con Leche.

SST: SST is continued to meet during distance learning with parents and teachers identifying students struggling with distance learning. All available supports were offered, provided, and monitored but with no in-person options available were limited. Some process and groundwork was completed with administration and counselors to better understand both the monitoring and the referral channels of our SST system and to outline the requisite forms and procedures for both.

INTERVENTION: We were unable to discuss as a staff the strengths and areas of concern regarding support period. Therefore there is a need to explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, Kahn) in the 21-22 school year. During distance learning, support period shifted to mandated schoolwide office hours. Unfortunately, students did not use virtual office hours in all subject matters or to a large degree. The restructuring will require staff input once we are back in person. S There is work to do to develop an effective pre-referral SST process understood by all staff. Utilizing the small school nature of our school, we were able to monitor individual progress, including EL monitoring and support during distance learning. Overall, we still need to develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports). Paper was added as a 24/7 online tutoring resource.

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

It is important to note that the staff was devoting multiple meetings to the finalizing of the WASC self-study process and preparation of the full visit. It is also important to note, that in March school was disrupted and we immediately had to shift to distance learning implementation and student and family support.

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: We have a larger number of English Learner students entering at high school level with lower level of proficiency. Therefore we need 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.

SST: Ongoing need to identify through data and assessment students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral). Specifically, staff and parents need to understand both the monitoring and the referral channels of our SST system. For referral process, need to use district forms and follow district procedures. To help identify, need to develop a department data protocol process tied to 6 week grading periods or assessment continuum.

INTERVENTION: We were unable to discuss as a staff the strengths and areas of concern regarding support period. Therefore there is a need to explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, Kahn) in the 21-22 school year. There is work to do to develop an effective pre-referral SST process understood by all staff. Overall, we still need to develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports). Given the smaller class sizes this year, there is an opportunity to take advantage of tier 2 strategies within the instructional period. As we have come back, there is a definitied behavioral (socialization, routine of school) need and social/emotional need (stress/anxiety/depression) that is presenting.

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

SPSA GOAL 5A: 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 20-21) (59%, 19-20 Student engagement survey, Olweus 6-12 42.2 in 17-18, 42.6% in 16-17)
 SPSA GOAL 5B: 65% of MHS gradates will obtain bachelors degree completion within 4 or 5 years as measured in Naviance reporting (No baseline, national average is 61% in 6 years)

SPSA GOAL 6: 35% of students will report seeing how their learning relates to their future and 35% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 20-21: 31%, NDA for 19-20) (Real World: 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. On similar measurement, 59% in 19-20 reported 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	31% reported seeing how their learning relates to their future and 29% how it relates to the real world. On a similar	35% of students will report seeing how their learning relates to their future and 35% of students will report seeing

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	measurement in 19-20, 24% report seeing how what they are learning relates to outside world and 44% how relates to future (18-19, 17% and 33%)	how their learning relates to the real world
Naviance College Completion Measure	No baseline as it is a new measurement. The national average is 61% in 6 years.	65% of MHS graduates will obtain bachelors degree completion within 4 or 5 years

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 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.

MHS will provide innovative coursework: Grade 9: Freshman Seminar and English 9, Health and Public Policy PBL Lab. Additionally, MHS will provide courses like Freshman Seminar, Senior Seminar, Empowered Voices that provide real-world strategies for success in high school and their post-secondary plans.

Assist in CTE Credentialing, CTE Coursework

Expand SMC Partnership

Work with BGC Malibu 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)
900	Site Formula Funds
600	Site Formula Funds
1500	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:

CART Collaboration, School visits

Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application. Preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework

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

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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.

DEI Change Group

CSL 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)

12172

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:

Principal Advisory Committee

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)

1020

Site Formula Funds

575

Site Formula Funds

200

Site Formula Funds

500

Site Formula Funds

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: Connect theme of test/source material to today's context/current events. Where there is crossover, including 12AP and 11CP, teachers will work collaboratively to co-design a PBL assignment (ie: Story Telling Today" leading to Film Festival). Additionally, in Grade 12, the Book Club Collaboration started last year will continue.

HISTORY: Focus on civics, given responsibility especially within Government/Economics, to make explicit connections with current events (taxes, politics, credit scores, registering to vote, peaceful transfer of power).

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

VAPA: Project and Performance tasks with student products in each unit.

MATH: Co-designing and developing year end mini-project.

SCIENCE: Incorporate 1 long term project with real world application (ie: PSA-Environmental, Mission to Mars) Students engage with one additional performance task each unit in Chemistry.

SPED: 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

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.

It is hard to determine overall implementation for a couple of reasons. First, students do report liking school at increased levels, above the previous metric, but the measurement is different. This year we used a Climate and Culture survey given to all students. In previous years, we got this information from the engagement survey (grade 10) and the senior survey (grade 12) and before that the OLWEUS survey (grades 9-12). Additionally, last year overall attendance was great. Only 3.51 percent were chronically absent and 1.24% severely chronic. However, attendance was based on a broader definition of being present, participation, and engagement. The prior year, attendance reporting went only through the end of February, 2020 when schools were closed..

DISTANCE LEARNING: Students received social-emotional support virtually through the Wellness Center. Programming including the Kind Campaign assembly, NAMI workshops, and asynchronous Social Emotional and well-being lessons were offered with varying degrees of success. Distance learning provided structures for students to stay connected, engage in new learning, and reduce loss of learning and access valuable resources but many students expressed missing the socialization with friends and the extra and co-curricular programs that normally make school worth attending. ASB Student Clubs were able to meet virtually. Additionally, as in-person activities were permitted we resumed them including athletic conditioning and athletics. Teachers posted a Week-at-a-Glance Summary of all assignments for the week on Google Classroom which parents received which was very effective in maintaining positive school-parent connections. Teachers reported that tech tools and tech integration (ie: Flipgrid, kahoot, nearpod, screencasify, newsELA, desmos, padlet, zoom) allowed for immediate feedback, increased student participation and engagement, helped with discrete assessment.

RELEVANCY: We were unable to do a lot of the continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework.

The district PD structure was not well received and we had to shift focus to distance learning, unable to continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice integration. We were also not able to make progress towards providing and increasing dual enrollment opportunities. There is still work to do to explore capstone experience as part of sequenced coursework. A PBL course, Empowered Voices, was developed, piloted, and approved. 2 teachers also participated in CollegeBoard AP/PBL summer workshop.

CLIMATE/INCLUSIVE PRACTICES/IDENTITY INCLUDING RACE: Both remotely and upon return we were able to maintain our inclusive school culture. Teachers attempted tier 1 community building activities in all courses. Through the Monday Message, social media, targeted messages, the administration team worked on messaging, especially on our shared values and interests during a time of turmoil. Positive relationships, staff to student and student to student, continued to be a strength. We were largely unable to facilitate activities to promote interaction across social groups. Some of the Anti-racism and Social Justice actions able to be conducted were: Curriculum: US History (ACES)(Facing History), Curriculum: English Department audit of required readings. Additionally, the principal participated in a DEI Change Group with Tribesby Consultants.

STUDENT VOICE: 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. Surveys were ongoing throughout distance learning and student voice was a big factor in planning and decision making regarding shifts in distance learning and possible reopening. Beyond surveys, student voice was solicited in google forms, focus groups, informal conversations, and through SSC student members and ASB.

COMMUNICATION & CUSTOMER SERVICE: Communication has been streamlined which is important during distance learning. 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 including grade level parent support groups. Parent involvement channels (PTSA, Arts Angels, Malibu LEAD, ABC, TSF, Coffee with Counselors, SSC, Latinx Parent Group) sustained their participation. PTSA and other support groups remain active, albeit with shifted priorities or responsibilities. Boosters and TSF integrated and creation of Malibu-SAC all occurred. The opening of Building AB superstructure and new quad in January 2021 changed the entire feel of campus.

SOCIAL EMOTIONAL: We implemented some Mindfulness in Freshman Seminar, Senior Seminar and HS PE but were unable to partner with Kris Jennings or create a Mindfulness group. Attendance was largely a non-issue although we did continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism/SART process. The Wellness Center was vital for many students and families as was an in-person learning hub at the Boys and Girls Club. We were very mindful of staff and student needs throughout.

STUDENT PROGRAMS: Many of these programs have not been able to be offered as a result of distance learning. For example, Pep-rallies/assemblies/ASB activities, variety of extra-curricular opportunities, co-curricular activities (VAPA, Film, Robotics) and Athletics. 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 were all delivered via zoom and had increased attendance. We did not hire a Community Service Program Coordinator (CSL coordinator) given limited opportunities for students

to participate. A competitive E-sports team was started by students and grew to over 100 participants. Virtual concerts, plays allowed for students to still shine.

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

The shift to distance learning implementation and student and family support had an impact on priorities. A school/community priority of racial and social justice to include a review of curriculum, instructional practices, and school/district policies and procedures is a priority of the SSC.

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: Overall, there continues to be a need to increase staff capacity around Project Based Learning. Additionally, a need to increase relevancy to student learning. The intention is to both increase student engagement and connection to real world application within current coursework and to look for additional programming. This continues to be a glaring need in student perception data and as a result of school, district, community discussion around relevancy and real world application. This includes continued staff Training which could include RJ, SJ, PBL, consider Facing History. THE PBL integrated labs were challenging within the master schedule and did not garner student interest for this current year. Part of this may be the challenge they, like Math Workshop, science, and VAPA, had a hard time doing hand on, collaborative work.

STUDENT VOICE: It is still a continued goal to form a Principal Advisory Committee (PAC). Student check-ins, focus groups, surveys, SSC student voice platform will also all continue to be channels.

COMMUNICATION & CUSTOMER SERVICE: There is a still a desire for the PTSA to develop a new website. Ongoing construction with planning and design for a new high school building will continue to be a factor to navigate.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,362.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Site Formula Funds	\$48,190.00
Stretch Grant (Ed Foundation)	\$18,172.00

Subtotal of state or local funds included for this school: \$66,362.00

Total of federal, state, and/or local funds for this school: \$66,362.00

School Site Council Membership

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

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

Name of Members	Role
Patrick Miller	Principal
Cindy Smith	Classroom Teacher
Makenna Samsel	Classroom Teacher
Sean Ryan	Classroom Teacher
Linh Griffin	Parent or Community Member
Nancy Levy	Parent or Community Member
Kellye McKinna	Parent or Community Member
Kathy Kennedy	Other School Staff
Sophia O'Brien	Secondary Student
Bella Howe	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: SLT/Department Chair, PTSA

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.

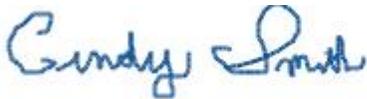
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:



Principal, Patrick Miller on 11/18/2021



SSC Chairperson, Cindy Smith on 11/18/2021

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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