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
John L. Webster Elementary School	19-64980-6022636	11-15-21	12-16-21

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

In order for all students to be ready for college and careers, we will build our students ability to organize their thinking and writing across all content areas. In order for English Learners to become proficient in English while engaging in a rigorous, we will provide standards-aligned curriculum in the core content areas, with opportunities to engage in to culturally and linguistically diverse curriculum. In order for all students to engage in schools that are safe, well maintained and family friendly students will engage in collaborative, multi-disciplinary learning opportunities reflecting 21st century skills to build their connection to the school, local community and the world.

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

We do not receive Title 1 funding.

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).

A parent engagement survey is sent out by the District office. This survey provides the district information about parent involvement and satisfaction. During the school year, teachers are surveyed about professional development as well as school business two to three times per year. Students in grades 3rd -5th are surveyed regarding school climate, annually.

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

The administrator walks through classrooms on a regular basis. Feedback is regularly provided around implementation of our School Leadership Team plan. Teacher evaluations are conducted every five years and between in that time, teachers also participate in a professional growth experience. SMMUSD Elementary School Principals conduct a school-based walk through once each year. The school board along with members of the cabinet have also walked through classrooms. All teachers are engaging in some CGI practices. Teachers are using math pacing guides across grade levels and planning lessons which are visible in the classrooms and work displayed. With English Language Arts, all teachers have implemented Close Reading strategies and are working on developing their Core work with students in the classroom. In addition the school has embarked on a writing journey with Write From the Beginning and Beyond, a subset of Thinking Maps. Thinking Maps are used as an organizational tool in all classrooms TK-5 so students have an opportunity to organize and work from maps to support their thinking in all content areas. Technology is utilized to support students in both ELA and Mathematics. Several teachers utilize the Blended Learning model in mathematics to provide student choice and differentiation. Teachers regularly utilize adaptive computer programs (Lexia and Dreambox) to assess and teach standards based objectives in both ELA and math. Student work is displayed on school and classroom walls, to reflect students efforts. Students can readily explain their work to visitors who come in to their classrooms. Teachers work collaboratively in grade level and vertical teams to deepen our the implementation of our SLT plan. SLT team with the support of Innovate Ed conduct twice yearly school-wide observations to measure implementation and next steps for instruction on our SLT goals.

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)

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on academic skill level, social partnerships and are flexible in nature. Data is consistently reviewed and teachers modify their instruction to meet student needs. Data team meetings are held two times yearly to analyze district data, determine students' areas of remediation and stretch. All teachers use small group formats or strategy groups to ensure students receive individual and differentiated instruction. Baseline data is gathered in the early fall; data is collected again in early winter and in the spring for end of the year growth. At the beginning of the year, teachers are provided with results from Fastbridge (A reading and A math) as a screener. Teachers also utilize data from Lexia and Dreambox to consider student baseline data and progress. Teachers work with the Literacy Coach and Literacy and Language Interventionist (LLI) to review the data. Together, with the Literacy Coach and LLI, teachers follow particular protocols to ensure every student is considered in the data analysis. From that data, students who require Tier II and III interventions are identified. The LLI teacher provides reading intervention support using the SIPPS and LLI programs 4 days a week to identified Tier 2 and 3 students. Emerging readers in grades kinder and 1st are provided intervention reading support uisng KPALS and PALS programs. Further, teachers are able to evaluate their core instruction and determine what they need to work on with their entire class and with students in small groups. They also consider how to ensure progress monitoring is fluid and appropriate to student growth over the course of the school year. This year we are continuing with our school wide writing prompts and using a student work protocol during our collaborative time. The student work is also used to calibrate rubric scoring and discuss implications for lesson design collaboratively. We will also administer district wide interim assessments (IABs) this year and will use that additional data set to inform instruction. This teacher to teacher model has seemed to be effective and helped keep previous SLT initiatives moving forward.

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

Our Webster Single Plan for Student Achievement include:

SPSA/LCAP Goal 1- ELA/MATH
All students engage in a rigorous, relevant and standard-aligned writing instruction across all content areas, utilizing strategies gained through Professional Development, teachers will support student growth in organizing their thinking and writing across the curriculum as evidenced by 80% of students performing at the Met or Exceeded overall ELA performance and 75% of students performing at the Met or Exceeded overall Math performance on the 2021-22 CAASPP and 75% of students in grades 1st-2nd reach mastery of standards on the Spring Areading.

SPSA/LCAP Goal 2 - ELD
Provide English Learner students with access and opportunity to develop their English through designated and embedded daily instruction, demonstrating 80% of our identified English Learners improving one or more levels annually as measured on the ELPAC.

SPSA/LCAP Goal 3 - 21st Century Student/ Parent Engagement
All students will engage in collaborative, multi-disciplinary learning opportunities reflecting 21st century skills to build connection to the school, local community and the world, as evidenced by 80% students and parents reporting feeling safe and connected to school on local assessments (ie climate survey, OLWEUS, and CA healthy Kids) and a 5% decrease in both manageable/chronic absenteeism.

Building off of previous school and district efforts around literacy, thinking maps, academic language and language frames, the School Leadership Team decided to continue with a school wide focus of organizing our thinking and writing across the curriculum. Our focus this year will be to deepen our instructional practice to include backwards mapping and oral retelling. Namely, that students will be able to articulate their thoughts orally and/or in writing using support and elaboration across all content areas. To support students writing across content areas and in all genres, staff is continuing to engage students in a variety of writing tasks and providing meaningful feedback. In addition to explicit instruction utilizing the mini-lessons from Benchmark or Teachers College Writing Workshop, all new staff will be trained in Write from the Beginning, a process writing program that includes mini-lessons, modelling, and rubrics, with the support of two NBCT teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the criteria as highly qualified teachers.

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

All teachers and students have access to SBE-adopted instructional materials. Teachers take part in District provided professional development, access to Thinking Maps training on-line, professional development provided by fellow teachers and administrators one time per month during banked time. New teaching staff will be provided 20 hours of training by Trainers of Trainers teachers who are for their NBCT hours. 4 of our 13 teachers are Nationally Board Certified.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned ELA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools. Olweus and school climate surveys results from the previous year are shared with staff to inform our social-emotional programming for the 2021-22 school year. We will continue to provide a daily, dedicated instructional block for SEL lessons at the start of the day.

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

Our 50% instructional coach, LLI interventionist and math coach provide on-going professional development for our staff. Our instructional coach provides differentiated, individualized coaching with teachers. This may involve support with observing and co-designing lessons. Two teachers are enrolled in the Beginning Teacher Induction program. They receive monthly professional development and experience in 2-3 inquiry based on self-selected problems of practice. Two of our permanent teacher serve as BTSA mentors. Finally, we have teachers trained as Trainers of Trainers for Thinking Maps and Write from the Beginning & Beyond. They provide additional support for teachers during professional development time. Our school psychologist, BGCM Wellness Center and SAI teacher help provide input and assistance with students with special needs.

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

We are fortunate to have weekly banked time Professional Development in our school. Teachers are provided 90 minutes of time to work together as a staff. Three of the four weeks monthly are spent on grade level and vertical alignment around our SLT plan and grade level work. Teachers within a grade span meet in their grade level groups at least one time per month in the banked time PD; however, they often meet during their lunch times or prep times to share content, collaborate, and review assessments. Our SPED team meets weekly to align practices with our general education teachers and discuss best practices for service providers to meet students' IEP goals. Quarterly grade levels meet engage in data meetings to analyze data and plan next steps.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned ELA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. During Distance Learning, teacher are adapting their GVC based on the identified essential standards.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for ELA/ELD and Math. This time is given priority and protected from interruptions.

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

Tier II and III intervention is provided for students based on need shown from data. Teachers provide Tier II assistance in the classroom, in small group pull out time and after school. Tier III assistance is also provided in these settings, but the students time and days are extended to allow for additional work. Tier III support is given through reading intervention instruction using the SIPPS and LLI programs taught by our LLI teacher.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides ELA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All students have access to all textbooks. Further, the school has purchased Leveled Literacy Intervention Kits and online programs such as SuccessMaker, Lexia, Reading Plus, RazKids, Reflex Math, Freckle Math and TENMarks.

Opportunity and Equal Educational Access

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

Students who are underperforming are supported through tier II and tier III interventions including small group instruction within the classroom, re-teaching of concepts to whole class, small group pull out for interventions, after school reading and writing instruction and work with the reading teacher in a small group.

Evidence-based educational practices to raise student achievement

For 3rd - 5th grade small group instruction in reading is done using the SIPPS program and Leveled Literacy in ELA. Computer-based programs such as Lexia, Reading Plus, and Freckle are used to assist students.

Parental Engagement

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

Parent education opportunities are provided several times a year. Topics include how to help students emotionally and academically. Parent-teacher conferences provide parents with information and assistance in order to support their children. Student Success Team meetings include a parent component that determine resources that can assist students. Parents are invited to Coffee with Principal throughout the year. These provide opportunities for parental feedback on our instructional programming as outlined in our SPSA and SLT plans. The PTA in partnership with Pepperdine and our teachers host family engagement evenings such as Math and STEAM nights. These events provide parents to learn alongside their children and see the learning we embark on daily. Our partnership with BGCM Wellness Center allows parents the opportunity to attend relevant parenting topics webinars, host a parent support group and offer homework assistance. The Wellness Center works closely with our SST and teachers to offer student and family counseling by referral. We host an annual Career Day in which parents are invited to share their talents and encourage a scholarly path for our students. The bilingual community liaison supports with parent outreach offering translation services and connections to services and community partnerships. Our annual campus beatification day brings students and families together in support of our home-school connection. This year we are launching a learning garden with the support of a city grant to begin composting, as a teaching tool for our families since the city is moving to a requirement of residential organic recycling by Jan. 2022.

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)

Parents are part of Site Governance and PTA. They vote on and help with funding allocations with respect to our Single Plan for Student Achievement. In the 2021-2022 school year.

Funding

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

Tier III intervention provided by the Literacy and language Interventionist using the Leveled Literacy Program and SIPS is taking place. Materials and professional development are provided to teachers to assist with students who are under performing.
Further counseling services are available.

Fiscal support (EPC)

We not receive Title 1 funding

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

At the start of each year, three constituent groups (PTA, teaching staff, SSC) engage in a similar data protocol to prompt SPSA evaluation. DESCRIBE: What do see? INTERPRET: What does the data suggest? What assumptions can we make about student learning? IMPLICATIONS: What are the implications of this work for teaching and assessment? What steps could be taken next? What does this conversation make you think about in terms of our SPSA?

Data named in each goal was shared for analyzing. Given COVID and subsequent school closures in 20.21 some data was not available (ie CAASPP data, summative ELPAC for 19.20). In the absence of the named data from the goals, we used comparable or relevant local assessment data such as Areading and Amath. Available for review were our A2A attendance data and trends, Hanover parent/student engagement survey scores, summative ELPAC scores from 20.21 and our ELD growth targets. This year we also analyzed our progress in relation to "like schools" within our district based on size. Discuss our progress in creating highly effective PLCs using same grade level data.

Teachers reviewed an analyzed the data against our target goals as a school and within grade level teams. Teachers provided feedback and discussed next steps with grade level teams and their SLT representatives.

The Site Leadership Team (SLT) working with Innovate Ed reviewed our data to refine and develop new goals for our SLT work this year. These goals are directly tied to the SPSA goals our SSC has drafted and approved. At the conclusion of each Learning Round, provide specific evidence based data on the visible learning strategies evidenced. Include areas for validation and growth. Share with all staff, parents, PTA, and SSC. Conduct needs assessment surveys in three constituent groups (see above) to deepen our goal attainment. Develop a working list of agreed upon measurements of learning and reference this quarterly for adjustments and revisions to push our learning forward.

PTA board members and the school site council reviewed and provided input on our progress on 20.21 SPSA goals within the first few months of the 2021-22 school year.

Resource Inequities

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

The Malibu Pathway schools have yet to establish a centralized fundraising entity since our departure from SMMEF. Extra curricular programming which was formerly paid for through our stretch grant funding, in the area of arts, computer science and technology program were not guaranteed for the 21.22 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.49%	1.47%	2.1%	4	4	5
Asian	4.09%	4.04%	3.8%	11	11	9
Filipino	%	0%	%		0	
Hispanic/Latino	9.67%	9.56%	10.0%	26	26	24
Pacific Islander	%	0%	%		0	
White	82.16%	82.72%	82.9%	221	225	199
Multiple/No Response	1.49%	0.74%	0.4%	4	2	1
			Total Enrollment	269	272	240

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	46	54	33
Grade 1	44	44	35
Grade 2	50	48	43
Grade3	34	51	45
Grade 4	41	38	49
Grade 5	54	37	35
Total Enrollment	269	272	240

Conclusions based on this data:

1. Enrollment in Malibu has been declining over the last four years. This is primarily due to the Woolsey Fire and the Pandemic.

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	19	21	12	7.1%	7.7%	5.0%
Fluent English Proficient (FEP)	13	19	21	4.8%	7.0%	8.8%
Reclassified Fluent English Proficient (RFEP)	3	1	1	13.0%	5.3%	4.8%

Conclusions based on this data:

1. Declining enrollments in Malibu have led to a proportionate decline in our EL population.

2. Of the total number of students recommended for reclassification in the 20.21 school year, (based on available test data) all were reclassified. The summative ELPAC was not administered in 19.20. Which impacted our ability to measure progress over time. Given our very small number of EL students, the fidelity of progress monitoring and ensuring that both designated and embedded ELD instruction is provided assured.

3. During Distance Learning, two EL families through the SST process opted out of EL instruction as to reduce the amount of time their child was on zoom. These families have returned to regular, daily ELD instruction as we are now in-person.

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 3	49	37	35	49	37	33	49	37	33	100	100	94.3
Grade 4	61	52	39	60	51	39	60	51	39	98.4	98.1	100
Grade 5	47	60	51	46	58	49	46	58	49	97.9	96.7	96.1
All Grades	157	149	125	155	146	121	155	146	121	98.7	98	96.8

* 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 3	2465.	2473.	2485.	44.90	43.24	48.48	24.49	21.62	30.30	18.37	21.62	9.09	12.24	13.51	12.12
Grade 4	2510.	2503.	2504.	41.67	39.22	53.85	21.67	31.37	10.26	21.67	15.69	17.95	15.00	13.73	17.95
Grade 5	2602.	2597.	2586.	69.57	58.62	57.14	21.74	34.48	26.53	8.70	3.45	8.16	0.00	3.45	8.16
All Grades	N/A	N/A	N/A	50.97	47.95	53.72	22.58	30.14	22.31	16.77	12.33	11.57	9.68	9.59	12.40

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 3	34.69	47.22	60.61	48.98	38.89	33.33	16.33	13.89	6.06
Grade 4	40.00	41.18	46.15	50.00	45.10	38.46	10.00	13.73	15.38
Grade 5	45.65	55.17	59.18	52.17	39.66	30.61	2.17	5.17	10.20
All Grades	40.00	48.28	55.37	50.32	41.38	33.88	9.68	10.34	10.74

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 3	40.82	41.67	31.25	46.94	36.11	53.13	12.24	22.22	15.63
Grade 4	33.33	29.41	35.90	55.00	58.82	46.15	11.67	11.76	17.95
Grade 5	76.09	68.97	64.58	23.91	25.86	31.25	0.00	5.17	4.17
All Grades	48.39	48.28	46.22	43.23	40.00	42.02	8.39	11.72	11.76

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 3	26.53	27.78	39.39	61.22	66.67	57.58	12.24	5.56	3.03
Grade 4	30.00	23.53	38.46	61.67	70.59	48.72	8.33	5.88	12.82
Grade 5	54.35	41.38	43.75	43.48	58.62	52.08	2.17	0.00	4.17
All Grades	36.13	31.72	40.83	56.13	64.83	52.50	7.74	3.45	6.67

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 3	42.86	41.67	43.75	40.82	50.00	37.50	16.33	8.33	18.75
Grade 4	40.00	37.25	33.33	48.33	54.90	41.03	11.67	7.84	25.64
Grade 5	73.91	68.97	56.25	23.91	31.03	35.42	2.17	0.00	8.33
All Grades	50.97	51.03	45.38	38.71	44.14	37.82	10.32	4.83	16.81

Conclusions based on this data:

1. The area of greatest strength for students was in the content area of Demonstrating Effective Communication Skills in Listening

2. The content area of Reading had the greatest number of students who were below standard.

3. The greatest total number of students who performed above standard was in the content area of Writing; however this was also where the largest discrepancy between 3rd and 5th grade students occurred.

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 3	49	37	35	49	37	32	49	37	32	100	100	91.4
Grade 4	61	52	39	60	51	39	60	51	39	98.4	98.1	100
Grade 5	47	60	51	46	58	49	46	58	49	97.9	96.7	96.1
All Grades	157	149	125	155	146	120	155	146	120	98.7	98	96

* 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 3	2481.	2484.	2464.	40.82	40.54	31.25	34.69	29.73	34.38	16.33	24.32	25.00	8.16	5.41	9.38
Grade 4	2525.	2518.	2513.	40.00	39.22	38.46	33.33	27.45	23.08	21.67	25.49	28.21	5.00	7.84	10.26
Grade 5	2607.	2595.	2581.	78.26	67.24	51.02	15.22	18.97	26.53	6.52	12.07	16.33	0.00	1.72	6.12
All Grades	N/A	N/A	N/A	51.61	50.68	41.67	28.39	24.66	27.50	15.48	19.86	22.50	4.52	4.79	8.33

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 3	63.27	62.16	50.00	28.57	29.73	31.25	8.16	8.11	18.75
Grade 4	51.67	50.98	48.72	33.33	31.37	23.08	15.00	17.65	28.21
Grade 5	69.57	70.69	53.06	28.26	25.86	32.65	2.17	3.45	14.29
All Grades	60.65	61.64	50.83	30.32	28.77	29.17	9.03	9.59	20.00

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 3	42.86	51.35	40.63	48.98	35.14	53.13	8.16	13.51	6.25
Grade 4	43.33	35.29	46.15	46.67	52.94	35.90	10.00	11.76	17.95
Grade 5	73.91	62.07	63.27	26.09	37.93	30.61	0.00	0.00	6.12
All Grades	52.26	50.00	51.67	41.29	42.47	38.33	6.45	7.53	10.00

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 3	48.98	51.35	31.25	40.82	32.43	53.13	10.20	16.22	15.63
Grade 4	43.33	41.18	48.72	45.00	47.06	30.77	11.67	11.76	20.51
Grade 5	67.39	53.45	53.06	23.91	44.83	36.73	8.70	1.72	10.20
All Grades	52.26	48.63	45.83	37.42	42.47	39.17	10.32	8.90	15.00

Conclusions based on this data:

1. The area of greatest need (the highest amount of students below standard) was in our 4th grade overall.

2. The area of greatest strength overall (the highest amount of students above standard) was the fifth grade students.

3. The largest number of students who were "at or near standard" was in the 5th grade with 78% scoring above.

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 K	*		*		*		*	
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	*
All Grades							17	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	40.00	*	46.67	*	13.33		0.00	17	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
All Grades	70.59	73.33	*	26.67	*	0.00	*	0.00	17	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
4		*	*	*	*	*		*	*	*
5		*	*	*	*	*		*	*	*
All Grades	*	26.67	*	13.33	*	46.67		13.33	17	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	60.00	*	40.00		0.00	17	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	70.59	80.00	*	20.00	*	0.00	17	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	26.67	*	46.67	*	26.67	17	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	46.67	70.59	53.33	*	0.00	17	15

Conclusions based on this data:

1. No data available.

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**
272	**13.6**	**7.7**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	7.7
Socioeconomically Disadvantaged	37	13.6
Students with Disabilities	22	8.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.5
Asian	11	4.0
Hispanic	26	9.6
Two or More Races	2	0.7
White	225	82.7

Conclusions based on this data:

1. Due to the Woolsey Fires and the Pandemic in the last three consecutive years, Malibu enrollment continues to decline.

2. As our enrollment declines, so do the percentages of EL and economically disadvantaged students.

School and Student Performance Data

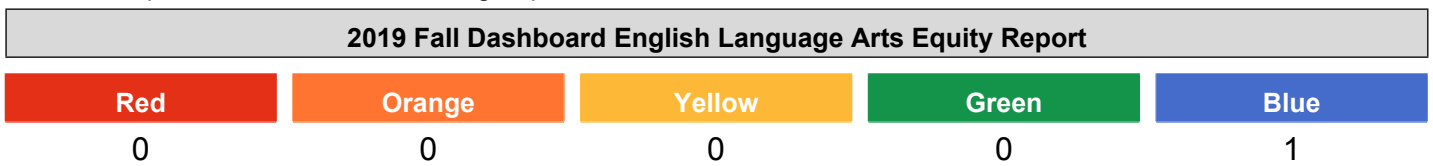## Overall Performance

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 Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Given COVID school closures, annually measured data is not available. This makes it difficult to draw year to year comparisons or conclusions.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
61.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained ++1.5 points	9	
117		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	1.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
	Maintained -0.6 points	7
	15	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2		4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
1.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	63.4 points above standard
Declined Significantly -32.1 points	4		Maintained -0.5 points
11			95

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	71.6 points above standard
8	1	Increased ++4.6 points
		104

Conclusions based on this data:

1. Given COVID school closures, annually measured data is not available. This makes it difficult to draw year to year comparisons or conclusions.
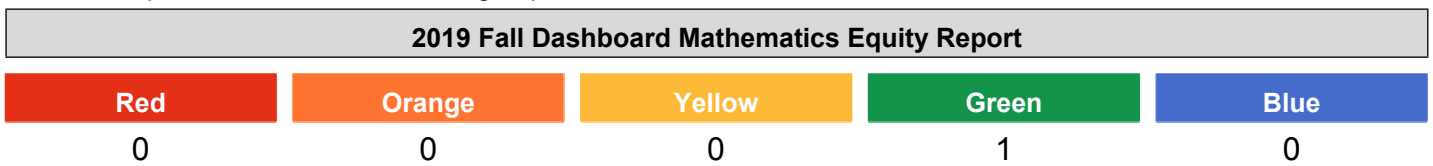
School and Student Performance Data

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	0

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

All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
40.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -11.5 points	9	
116		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	4.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased ++5.7 points	7
	15	

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 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 2 points below standard Declined Significantly -37 points 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		Green 40.1 points above standard Declined -13.6 points 94

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**
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 1	46.5 points above standard Declined -11.8 points 103

**Conclusions based on this data:**

1. Given COVID school closures, annually measured data is not available. This makes it difficult to draw year to year comparisons or conclusions.

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

English Learner Progress
No Performance Color
81.8 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Low
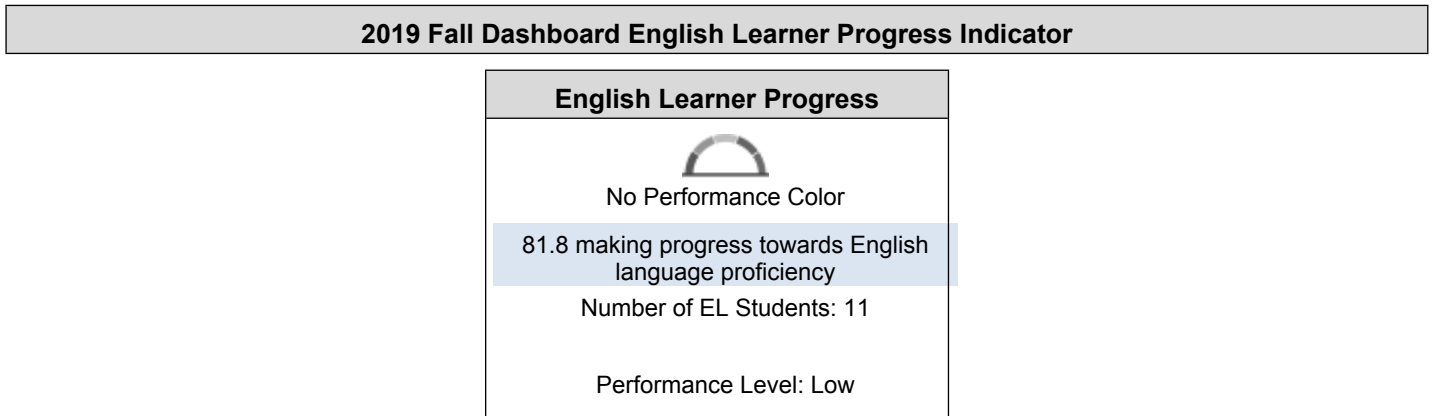
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	18.1	9.0	72.7

Conclusions based on this data:

1. The majority of our EL students are advancing on the ELD continuum each year.

2. Given that no EL students decreased and only maintained or grow their levels, our progress monitoring and response to instruction efforts are working.
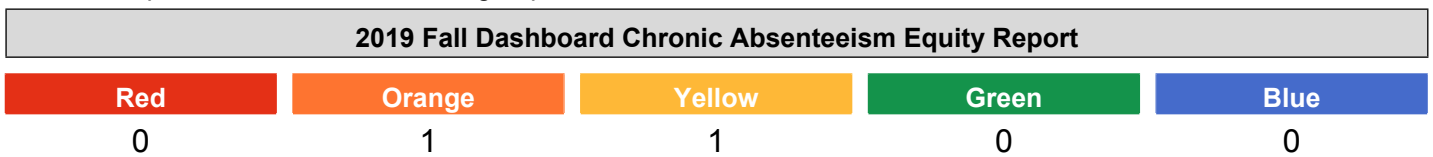
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	0

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

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
8.5	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -8.3	0
271	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.5	0
0	Maintained 0	Declined -15
	37	21

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
4	0	11	0

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Yellow
3.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9
Declined -3.8	8	0	Maintained -0.4
27			221

Conclusions based on this data:

1. A decline in chronic absenteeism for both our Hispanic and EL learners show that students and families are more engaged in our school community.

2. Contributing factors to the decline in absenteeism with or EL learners could be the LLI services and the start of an ELAC at Webster.
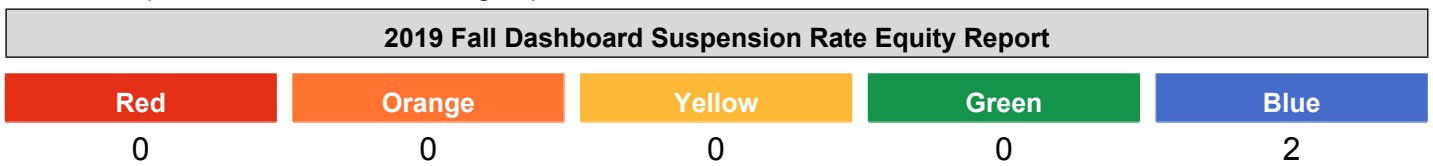
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

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		

All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	
0	0	
Declined -0.3	Declined -4.2	
275	19	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	No Performance Color
	0	0
	Declined -2.7	Maintained 0
	38	21

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		0	
4		11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
0	Less than 11 Students - Data Not Displayed for Privacy		0
Maintained 0	8		Declined -0.4
27			225
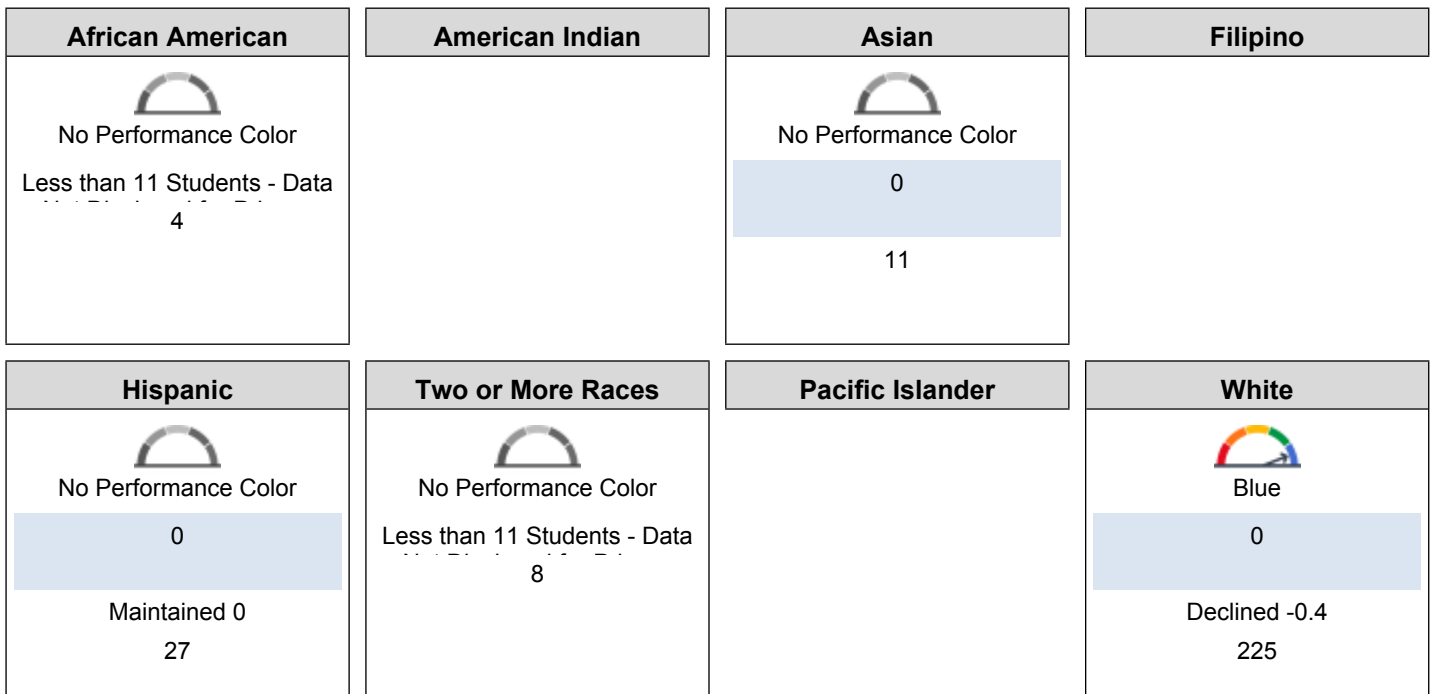
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0

Conclusions based on this data:

1. Our has implemented a Multi-Tiered System of Support (MTSS) which is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. We have specifcially, revamped our positive behavior support system.

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

All students engage in a rigorous, relevant and standard-aligned writing instruction across all content areas, utilizing strategies gained through Professional Development, teachers will support student growth in organizing their thinking and writing across the curriculum utilizing Thinking Maps. Growth will be measured by 80% of students performing at the Met or Exceeded overall ELA performance and 75% of students performing at the Met or Exceeded overall Math performance on the 2021-22 CAASPP and 75% of students in grades 1st-2nd reaching mastery of standards on the Spring 2022 Areading.

Identified Need

LCAP 2.1 - Implementation of the Common Core State Standards
LCAP 4.1 and 4. 2 - Increase the percentage of students who are classified as standard Met or Exceeded on the CAASPP exam.
All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum. Utilizing strategies gained through Professional Development, teachers will support student growth in ELA as evidenced by a 5% increase in students at the Met or Exceeded Standard on the ELA writing strand on CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores from 18.19 grades 3-5 IAB scores in ELA from 20.21 Areading and Amath scores from 20.21	Fastbridge Fall and Winter scores as checkpoints throughout the 2021-22 year. Reduce the number of students below the 25% in each reporting period.	80% of students performing at the Met or Exceeded overall ELA performance and 75% of students performing at the Met or Exceeded overall Math performance on the 2021-22 CAASPP and 75% of students in grades 1st-2nd reach mastery of standards on the Spring Areading.

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 will have an equitable opportunity

Strategy/Activity

Review last available CAASPP scores to analyze trends and develop a baseline.
Provide time over the summer for our SLT to analyze the data to inform our SLT plan and edit or refocus our goals.
Director of Assessments reviews results with principal; Principal reviews results with instructional coach; Director also reviews with all literacy coaches;
Principal and instructional coach review results with all teaching staff at Professional Development meeting.

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)
800	District Funded Assessment Review/ SLT Planning for 21.22

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

Review district assessments for timelines, and accuracy prior to implementing. Teachers review calendar with literacy coach to set up testing window. Teachers set up sub days for assessments not funded through the district, such as running records. Data team meetings are organized each semester by grade level. Teachers engage in a structured protocol to analyze trends, specific needs and next steps for professional growth and student intervention. We will be deepening our work through vertical alignment and planning with the essential standards in mind. We will use targets and claims data to support this work.

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

Amount(s)	Source(s)
0	Assessment review
1,500	District Funded 0001-0999: Unrestricted: Locally Defined

	Teachers set up sub days for assessments not funded through the district

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

Implement district assessments with fidelity.

Take time to review student work to change/influence teacher planning and next steps.

Participate in District wide Interim Assessment Blocks and review results

All 3rd - 5th grade teachers have students participate in 2 ELA and Math Interim Assessment Block assessments

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

Amount(s)	Source(s)
0	District Funded None Specified Fastbridge implementation; 2nd - 5th all computer based; TK-1st with additional teacher support (district pays for sub time), district wide interim assessments in English and Math
0	Professional Development Banked time utilized to share student work by and across grade levels.
0	During class time or computer lab teachers have students work on their Chromebooks or on computers in the lab to complete the IABs

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

Write from the Beginning (WFTB) Professional Development training for NEW teaching staff to support a school-wide common writing program. This dovetails with the school-wide Thinking Maps program, which supports student organization and processing skills. Trainers of Trainers will provide 20 hours of service using their NBCT hours. Additional support for staff during Professional Development Banked time.

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

Amount(s)	Source(s)
0	District Funded None Specified Banked Time professional development - provided by district
0	District Funded Trainers of Trainers (teaching staff) attend training in preparation for upcoming rollout (Opinion)-provided by LCAP
0	District Funded None Specified Materials for the WFTB-provided by LCAP
0	
0	

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

All students

Strategy/Activity

Utilize Instructional Assistants in the classroom to support small group and individualized instruction. 2nd semester intervention group for kinder using KPALS and 1st grade using PALS.

Train Instructional Assistant in general education intervention program to work with small group of students in Grade 2 in SIPPS. Utilize the psych intern to support with intervention groups.

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)
500	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Instructional Assistants at 1.5 hour a day/teach including salary and benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize the assessment results to have Data meetings to consider student skills, areas of strength and areas of growth. Teachers meet by grade level with instructional coach to review student placement, growth and areas of need. Teacher to teacher professional development. In Data meetings confirm Tiered academic need for students. Based on the data meetings students will be placed in to various groups such as Tier I only; Tier II with weekly teacher support; or Tier III with teacher support, and Language and Literacy Interventionist support.

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)
1500	District Funded 0001-0999: Unrestricted: Locally Defined Teachers subbed out or at PD time (by grade level) to work with literacy coach if unable to conduct during banked time

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Invite qualified Tier III 3rd - 5th grade students to participate in small group reading instruction 4 days a week in addition to the classroom literacy work. Progress monitor per district requirements and adjust students within intervention programs based on assessment results. Look for ways for additional small group instruction for students in other grades. Currently in process of implementing a TIER 2 reading group for grades 2nd-5th. Instructional coach, LLI, classroom teacher and principal monitor student work and make decisions about students continuing, exiting or being invited to attend the additional intervention program with the Language and Literacy Interventionist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Site Formula Funds SIPPS and LLI curricula will be used; provided through Educational Services
0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize Lexia and Reading Plus as forms of tiered level of support. Utilized for all students at all grade levels as needed. Utilize Michael Haggerty literacy phonemic awareness work as forms of tiered level work.
Utilize Words Their Way word study/spelling work as forms of tiered level support.

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)
3,500	Parent-Teacher Association (PTA) None Specified Lexia program purchased for students in all grades, TK-5. Additionally, Reading Plus purchased to support students in upper grades after Lexia.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide STEAM lab opportunities twice monthly TK-5th anchored in the engineering standards. Students reflect, report and explain their learning in the lab using thinking maps. NBCT teachers construct the lessons, supplies and equipment. Continue with PTA sponsored STEAM assemblies, labs, outdoor science education, and other hands on experiences.

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)
12000	Parent-Teacher Association (PTA) STEAM supplies and teacher hourly for designing school-wide lessons.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide afterschool learning opportunities for students and their families to promote a community of learners. Provide enriching learning activities to instruct parents on our school-wide goals and provide opportunity for them to learn alongside their children.
Mathemagical Family Math afternoon-Students and parents participate in rigorous, standards aligned, differentiated math tasks. Parent PD on the Standards for Mathematical Practice.
Literacy Night. Students and parents participate in a series of activities that extend reading and writing instruction and align with our SLT writing goal. Parent PD on Thinking Maps.

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)
500	Parent-Teacher Association (PTA)
0	

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize PLC time to continue work in the following areas: review lesson design of math lessons, implement recommended CGI formats, use Childrens Mathematics, Intentional Talk, and Putting the Practices in to Action to support teacher development, evaluate student work, or view CAASPP

viewing system. Site Math Coaches Professional Development, UCLA Representatives work with SMMUSD to provide math training, site coaches are instructed in four recommended CGI problems.

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)
1500	District Funded 0001-0999: Unrestricted: Locally Defined Sub time for collaboration to occur outside of banked time
500	District Funded Planning time to develop PD and training materials for our math coaches.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All 4th and 5th grade students are invited to participate in "Math Club," a before school program once a week where students work on challenging math problem solving questions. Designed to be rigorous, the only requirement is that students attend regularly, and complete the assigned homework. At the end of the school year, there is a Math Field Day for students who have participated throughout the entire school year.

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

Amount(s)	Source(s)
1500	Parent-Teacher Association (PTA) None Specified Teachers are paid at hourly rate for one hour each week to support student growth in mathematics

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Sub Days to Support Collaboration, Professional Development, development of grade level benchmark assessments and learning walks. Build highly effective grade level teams through collective expertise, modeling and collaboration. After learning rounds provide a detailed list of strategies (GROWS and GLOWS) and learning targets for the entire staff to reflect.

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)
1500	District Funded 0001-0999: Unrestricted: Locally Defined Sub days as needed to support site and district initiatives

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Materials to support SLT work and additional general/instructional supplies. Materials to support visible learning strategies. Writing books- establish a collection of students' work for reference, editing, growth over time. TMaps posters- for student reference, small group instruction and modeling. Anchor chart paper- authentic, teacher constructed posters that highlight learning objectives and student learning.

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

Amount(s)	Source(s)
300	Site Formula Funds 0001-0999: Unrestricted: Locally Defined May be used for chart paper, Thinking Maps materials, Write From the Beginning Materials, readers work shop materials, classroom library books, F/P kits, other assesment materials.
0	
0	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will use thinking maps as a result of teachers integrating and modelling thinking maps, through explicit instruction of academic language students will be able to utilize academic language during partner, small group, and whole class discussions and will be evident in their writing. Teachers will deliver explicit instruction in English language conventions and will teach the mini-lessons from Setting the Stage in order to support students formulating more complex sentences orally and/or in writing and citing evidence within their writing and speaking

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)
500	Site Formula Funds Materials, Training, Release Time all listed previously.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop 21st century computer science skills such as coding and simple software programming. Purchase and offer Planet Bravo classes once a week for 40-60 minutes in grades TK-5th. Planet Bravo curriculum includes navigating hardware, software, digital design, coding, digital literacy and digital citizenship.
Train staff and provide students regular weekly usage opportunities on DreamBox (adaptive, online math curriculum). Utilize the targeted assignments from the program to differentiate and remediate students skills based on grade level math content standards.

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)
21,000	Parent-Teacher Association (PTA) None Specified Technology Program

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.

Thinking Maps training year 3 roll-out has been instrumental in meeting our SLT plan goal in writing. Thinking across all content areas. In 20.21 we rounded out a 3-year plan of professional learning plan. Our collaboration with MES was a celebration as it laid the foundation for more Malibu pathway cohesion.

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

Due to school closures from COVID-19, CAASPP was not administered. We had multiple IA vacancy mid-year which interrupted the plan for intervention groups in grades 1/2. However, our literacy coach supported the training of our K teachers using KPALS.

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.

Due to school closures, over the past two years, we want to continue to focus on writing. We plan to add elements such as oral rehearsing, use of sentence frames (with fidelity), backwards mapping and hybrid mapping to our list of visible learning strategies. We have reengaged in school-wide writing prompts and norm scoring. We are moving to implement writing reflections in school-wide STEAM lessons as a way to measure writing growth across content areas.

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. LCAP 4 Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

Goal 2

Provide EL students with access and opportunity to grow in their English language development through designated and embedded daily instruction, as evidenced by 80% of our identified English Learners improving one or more levels on the ELPAC.

Identified Need

Provide EL students with access and opportunity to grow in their English language development through designated and embedded daily instruction. Have 75% of identified English Learners improve one or more levels annually as measured on ELPAC (70% of students increased by one or more levels 2018-19.) Scores were unavailable for 2019.20 due to COVID school closures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC overall score growth by at least one "overall" level. Percentage of students who reclassify before exiting 5th grade.	2020-2021 ELPAC scores. Report card growth provided twice yearly by the LLI. % of EL students scoring at or above grade level standard on overall AReading scores.	80% of identified English Learners improve one or more levels annually as measured on ELPAC 21-22.

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

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

EL learners

Strategy/Activity

Core instruction with integrated and designated ELD happening in general education classroom. Classroom teacher supported by Instructional Coach and Language Interventionist providing teacher to teacher support. Access to Rosetta Stone for Beginners. Site based training on ELD strategies (i.e. academic vocabulary and sentence frames) during banked time. Dedicated PD for teachers on the ELD standard continuum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Teachers continue to familiarize themselves and integrate ELA/ELD standards using district curriculum map and approved instructional materials, district training on ELA/ELD standards.

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

EL learners

Strategy/Activity

Tier 3 intervention groups including SIPPS and English 3D for students who qualify in grades 3rd-5th. If space is available we will extend this to Tier 2 students in the same grades.

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

Amount(s)	Source(s)
0	District supports LLI and Tier 3 groups

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

SPED and EL learners

Strategy/Activity

SPED/EL crossover district training.

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

Amount(s)	Source(s)
0	District Funded None Specified SPED/EL Compliance Training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Learners

Strategy/Activity

Teacher professional development around ELD and benchmark, academic language, language frames.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Pursue outside professional development during banked time around best practices to support ELs, inlcuding how benchmark differentiates for EL learners

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

Ongoing use of Thinking Maps and Write from the Beginning to support ELD. 6 week cycle roll-out lessons in ELD, Math and ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional practices allow for use of academic language, use of language frames, organization of thoughts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

El Learners

Strategy/Activity

Targeted daily EL instruction of ELs.

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

Amount(s)	Source(s)
0	EL instruction by general education teacher

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL learners

Strategy/Activity

Opportunity to engage in digital lessons and assessments with a focus on instruction into the mechanics of English using BrainPop ELL

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

Amount(s)	Source(s)
0	District Funded purchased program license

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.

Our LLI programming is supportive and directed at the specific needs of our EL learners. The use of E3D, leveled literacy and SIPPS has proven so effective we have trained additional staff in its use. Bi-weekly meetings with the LLI, principal and instructional coach on learning targets and student growth.

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

There are students who would benefit from TIER 3 support with the LLI. However, given that our LLI is part-time and can only serve students who meet the specific criteria for support poses problem.

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.

Additional funding for teacher hourly and training for teachers to utilize the SIPPS program with students who "almost" meet requirements or are RFEP and still need monitoring. Given our small teaching staff, and parental desire to have students attend before or afterschool courses, we have not been successful in offering Academic toolkit programming.

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

All students will engage in collaborative, multi-disciplinary learning opportunities reflecting 21st century skills to build connection to the school, local community and the world, as evidenced by 80% students and parents reporting feeling safe and connected to school on local assessments (ie climate survey, OLWEUS, and CA healthy Kids) and a All students will engage in collaborative, multi-disciplinary learning opportunities reflecting 21st century skills to build connection to the school, local community and the world, as evidenced by 80% students and parents reporting feeling safe and connected to school on local assessments (ie climate survey, OLWEUS, and CA healthy Kids) and a 5% decrease in both manageable/chronic absenteeism.

Identified Need

LCAP 3.1 - Increase the percent of parents and students who are satisfied or very satisfied with the quality of their children's education.
LCAP 5 - Attendance will increase and truancies will decrease

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OLWEUS 3rd-5th grade survey. Specifically- questions regarding enjoyment of school. Increase to 80% satisfaction rate. Parent engagement survey. Questions regarding connection to local and global partnerships. A2A data- Reduce 21.22 chronic absenteeism rate from year the prior.	Community Circle, Restorative Justice, Responsive Classroom lessons and feedback provide to OLWEUS committee. Number of grade level or teacher specific projects.	Total number of awardee recipients who demonstrate exemplary demonstration of 6 Pillars of Character. During DL ALL students will receive "Best on the Beach" recognition once yearly. Winners are announced to the entire school in Friday announcements. OLWEUS survey data. Students will report through reflections and school-wide writing enjoyment in STEAM and Deep Learning projects. 5% decrease in both manageable/chronic absenteeism. Growth from Fall to Spring as measured by Deep Learning Projections/Rubrics in the area of collaboration.

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

Olweus Bully Prevention Program (OBPP) 6 survey data to prepare. Survey data shared with staff.

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

Amount(s)	Source(s)
0	District Funded None Specified

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

Teachers will dedicate 30 minutes daily to Social Emotional Learning. During this time Ongoing efforts with OLWEUS classroom meetings, Character Counts, Spirit Assemblies, and Best on the Beach winners.

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)
500.00	District Funded None Specified Various character assemblies, certificates and prizes.

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

Synthesize school efforts into a "Schoolwide Behavior Plan"

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

Amount(s)	Source(s)
0	Refine and share the MTSS system specifically in the area of positive behavior intervention.

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

Staff refresh with OBPP details and next steps during staff meeting

Trained staff member reviews and redesigns classroom Meeting lesson protocols, Staff will set up a calendar for the remainder of the school year for weekly classroom meetings regarding Bully Prevention and topics around how students can support one another

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

Amount(s)	Source(s)
0	None Specified

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

OBPP Survey for 3rd - 5th grade students

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote and execute variety of service learning opportunities: canned food, Halloween candy, sister school book drive and field trip, unicef, step forward day, beach clean up, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified Service Drives and improve student leadership group.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize lab and classroom chromebook carts for variety of assesments and programs including lexia, reading plus, reflex math, fastbridge Ascreener, districtwide interims, CAASPP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified Provide work time on chromebooks and computers on assessments, practice and interim assessments.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers continue to augment instruction by designing PBL/ Deep Learning 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)
5000	Other Current PlanetBravo teacher also an integration expert and can assist classroom teachers. BGCM will offer funding and support for content experts, materials and additional funding for projects.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students engage and participate in range of district and PTA sponsored programs: instrumental music, vocal music, holiday music, recorder, ballroom dance, physical education, theater, art, gardening, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Holiday Music Instruction

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Variety of PTA and school sponsored events (Family Nights, Family Math night with Pepperdine Regents, Science/STEM Activities, Assemblies, Field Trips, Parent Education etc.)

Parent volunteer 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)
1000	Parent-Teacher Association (PTA)
	PTA supported events

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Identified students with a referral or recommendation from teacher or parent

Strategy/Activity

Provide social and emotional supports including individual counseling and groups. Grub hub and lunch art cart supplies.

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)
500	Site Formula Funds
	Boys and Girls Club Wellness Program to support Webster students.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Community building efforts: school and classroom circles, MixItUp Lunch, Start with Hello week, Random Acts of Kindness, community events, ice breakers, team building.

Strengthen restorative approaches within classroom, school, and parent community. Staff attend district provided training.

Increase staff awareness of Social Justice standards. Professional development from district SJS coordinator.

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

Amount(s)	Source(s)
0	Build and strengthen community to include student to student relationships, staff to student relationship and school and families/community relationships.

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extra hourly office support

Supplies for Office, PAS, and Nurse

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

Amount(s)	Source(s)
2000	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Ensure necessary staff support and supplies to serve our students and families

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.

A variety of opportunities were afforded to students to strengthen their sense of safety and belongingness. Given the communities recent trauma of the Woolsey Fires and now school closures due to COVID such experiences deepened and connected our community provided all

students an opportunity to deepen and extend their learning beyond the school day. Experiences in art, drama, and science supported our belief that we teach to the whole child.

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

Attendance rates were not completely accurate as attendance was not taken during DL for the end of the 2020.21 school year. Olweus survey in 20.21 was not given due to DL. This year we would like to give it closer to May so students can reflect on an entire year.

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.

Use of multiple measures such as student reflections, local assessments and attendance rates will be used. Analysis of responses from surveys will be identified. Distance learning model has restricted some of the community building events such a Yosemite camp, Career Day and Talent Show.

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	$71,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$7,800.00
Other	$5,000.00
Parent-Teacher Association (PTA)	$54,500.00
Site Formula Funds	$3,800.00

Subtotal of state or local funds included for this school: $71,100.00

Total of federal, state, and/or local funds for this school: $71,100.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lila Daruty	Principal
Kristina London	Classroom Teacher
Weijin Conrad	Other School Staff
Peri Monte	Other School Staff
Lisa Kaseff	Parent or Community Member
Nora Cohen	Parent or Community Member
Stacy Harris	Classroom Teacher
Sara Epstein	Parent or Community Member
Wade Major	Parent or Community Member
Heather Campi	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Lila Daruty on 11-18-21
	SSC Chairperson, Peri Monte on 11-18-21

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 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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019