



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu High School	19-64980	May 16, 2024	June 20, 2024

Purpose and Description

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

Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified during the WASC Accreditation Self Study and Validation visit, completed October, 2020. A midterm one-day visit as part of our WASC Accreditation process was completed November 30, 2023 which further informed the strategies and actions reflected in this plan.

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

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

The 2024-2025 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All students will be socially just and ready for careers and college. (1, 2, 4, 7,8)

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	8
Analysis of Current Instructional Program.....	9
Educational Partner Involvement	20
Resource Inequities	21
School and Student Performance Data	22
Student Enrollment.....	22
CAASPP Results.....	24
ELPAC Results	28
Student Population.....	31
Overall Performance	32
Academic Performance	33
Academic Engagement	40
Conditions & Climate.....	44
Goals, Strategies, & Proposed Expenditures.....	46
Goal 1.....	46
Goal 2.....	58
Goal 3.....	65
Budget Summary	75
Budget Summary	75
Other Federal, State, and Local Funds	75
Funds Budgeted to the School by Funding Source.....	75
School Site Council Membership	76
Recommendations and Assurances	77
Instructions.....	78
Instructions: Linked Table of Contents.....	78
Purpose and Description	79
Educational Partner Involvement	79
Resource Inequities	79
Goals, Strategies, Expenditures, & Annual Review	80
Annual Review	81

Budget Summary	82
Appendix A: Plan Requirements	84
Appendix B:.....	87
Appendix C: Select State and Federal Programs	89

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CULTURE AND CLIMATE SURVEY:

A Hanover Culture and Climate Survey was administered in Spring, 2024. Results for 2023-2024 have not yet been provided. Similar surveys were administered the previous three years and comparative data is included. Some areas to celebrate included:

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

Some areas to address included:

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

Some areas which had a decline from previous years included:

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

Previous parent surveys also reflected a safe school with parents, in 2022-2023, reporting student never being physically threatened at school (93%), being bullied or harrassed online (84%) and never verbally harrassed at school (73%). Results for 2023-2024 have not yet been provided.

SENIOR EXIT SURVEY:

A Senior Exit Survey will be administered in May, 2024.

When administered during the 2022-2023 (n=88) school year. 82% rated their education as excellent or good. They were most satisfied with instruction in History (93%) and English (92%) and less in Science (63%, Computing and technology (47%) and CTE (55%). 86% were satisfied with variety of AP courses and 87% with access to AP courses. 74% participated in competitive interscholastic

sports. 82% felt safe from threats and bullying at school. 51% said students respect other students who are different from themselves. 72% were satisfied with the services offered by the counseling office. 39% began thinking about college in elementary school with 97% expecting to earn a bachelors (54) or higher (32 MA/MS, 11 Doctorate).

In 2021-2022 (n=112), 84% of seniors rated their quality of education as excellent or good. They were most satisfied with their experience in English (96%) and History (91%) and not as much in Computing/Technology (56%) and Science 47%. 88% were satisfied with variety of AP courses and 93% with access to AP courses. 72% participated in a competitive sport. 73% felt safe from threats and bullying at school. However, only 54% of seniors said students at this school respect others who are different from themselves. 61% were very satisfied or satisfied with the counseling office. Previously, in 2020-2021 (n=140) school year. 75% of students were very satisfied/satisfied with access to AP coursework but only 58% with access to dual enrollment coursework. 65% of students would have liked more preparation with job-seeking skills. Overall, 79% rate their quality of education as excellent or good. 93% report planning on obtaining a 4 year degree or higher. 61% report having participated in a sport. 72% reported feeling safe from threats or bullying at school. In 2019-2020, 70% of students were very satisfied/satisfied with access to AP coursework but only 47% with access to dual enrollment coursework. 61% of students would have liked more preparation with job-seeking skills. Overall, 70% rate their quality of education as excellent or good. 88% report planning on obtaining a 4 year degree or higher. 73% report having participated in a sport. During the 2018-2019 school year, 61 percent of students would have liked more preparation in job-seeking skills. 23% rate their education at SMMUSD as excellent and another 47% as good. 30% of students began thinking about college in elementary school, 21% in Middle School and the other 50 percent throughout grades 9-12. 65% plan to attend 4 year college, and an additional 39% a 2 year college. 46% of our graduates plan to eventually pursue a masters or doctoral degree. 73% participated in athletics while at MHS, 30% in music programs.

CALIFORNIA HEALTHY KIDS SURVEY:

CHKS is administered to students in grades 9 and 11. It was administered in Fall, 2023 (n=72/75). Substance use numbers remain high, with 24/31 reporting current alcohol or drug use. 19/9 report using tobacco, 20/14 report using marijuana with a total of 20/12 reporting using vape products (17/9 nicotine and 16/9 thc). 17/38 report going to bed after midnight. 31/25 report experiencing social emotional distress with 8/8 stating they have considered suicide. While still a concern, these numbers are an improvement over past years. 56/71 feel connected to school, 65/54 report school is very boring, 33/19 say its worthless and a waste of time. 56/71 report caring adult relationships, 65/78 say staff have high expectations. 72/85 perceive school as very safe or safe, 33/22 say they have experienced bullying. 10/3 have been in a fight and 14/3 report having seen a weapon on campus.

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

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

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

OLWEUS SURVEY:

The OLWEUS student perception survey on school climate and bullying behaviors will be administered in May, 2024.

It was previously administered in 22-23 (n=455). Unfortunately, the data is grades 6-12 combined with no way to separate. It appears this impacted accuracy of information. However, 20.7% reported disliking or disliking very much school. 70.3% said they have never been bullied in the last few months with another 18.3% reporting once or twice. Spreading rumors, being left out, and having mean things said seemed to be the most common types of bullying behavior. 14 students (3.1%) reported being bullied with mean names or comments about race/gender. Bullying happened most frequently on playground, gym class, or other classroom when teacher is not in the room. It was not administered during the 2021-2022, 2020-2021, 2019-2020 or 2018-2019 school years. The 2017-2018 and the 2016-2017 school year which included students in grades 6-12, had 42.2% of students reporting liking school or liking school very much in February 2018. 9% of students reported having 1 or fewer friends. 73% of students reported never having been bullied with an additional 17.5% stating once or twice. The most prevalent (31.2%) place where bullying occurs is in class with teacher present. 88% of students say they have never bullied others with an additional 8.2% saying once or twice.

OTHER/SITE/WASC SURVEYS:

Input was gathered over the past two years, with surveys conducted in 22-23, to revise the school mission statement and schoolwide learner goals. Focus groups including students (Principal Advisory Committee), parents (School Site Council, PTSA), and staff (SLT, Faculty) revealed a desire to keep the mission statement consistent, identified core values or beliefs, and led to revisions of the SLGs. The core values identified included: Growth and Learning, Creativity and Artistic Expression, Connectedness and Collaboration, Citizenship and Ethic of Service, and Physical Safety and Emotional Safety. The revised SLGs were approved by the School Site Council on February 15, 2024.

Classroom Observations

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

Teachers are observed by administrators during the formal observation process as described in the negotiated evaluation process. Additional informal observations are conducted by administrators throughout the year. Department Chairs are required to observe colleagues and provide feedback a minimum of 6 times per year. The SMMCTA contract provides a department chair period for this purpose to English, History, Math, and Science Department Chairs. However, during the 2023-2024 school year, this period was only be provided to the history department chair.

SLT Funds were used and can continue to be used for sub days to allow for peer observation and collaboration. Teachers were expected during the 2023-2024 school year to observe a colleague informally at least 2 times. The SLT will explore ways to continue to require and incentive these informal peer to peer observations.

During the 2023-2024 school year, the SLT facilitated three formal learning rounds as part of the inquiry cycle process focused specifically on the site strategies around rigor and relevance.

To summarize, November 13, 2023 learning round: The noise level averaged 1.0 out of 5.0. We saw use of Dojo for random groups, inner/outer circles strategy, students working together to complete tasks, strong teacher questions to prompt discussion. We also saw a modified jigsaw activity, a task requiring consensus building, and students completing during and post reading activities. Students met varied noise level expectations without issue, there was evidence of systems for calling on non-volunteers, and effective wait time prior to partner talk strategies.

On January 30, 2024 learning round: The noise level averaged 1.6. Physical arrangement had a big impact on student interaction. In multiple classrooms, partners or pairs were working together to complete a task with a chart or template often provided to help keep on task. We saw 1 specific paring strategy and 1 gamify strategy. A timer was used in two classrooms. Students were observed asking each other clarification of the task or sharing their thinking. Movement was minimal, students were compliant and on task.

On May 6, 2024 learning round: Of the 13 classrooms we visited the average noise level was 1.65. In our previous walks, the average was 1.6 and 1.0. Members of the team commented on the intentionality teachers put into lesson plans around structured conversations and we did see attempts at group work, partner work, and student collaboration in most rooms. The effort and

teacher planning were commended. Movement was observed in the following ways: activities posted on walls, student rotating around room, students transitioning from group to group, students playing instruments, students retrieving or returning materials, students completing science and math lab activity, students standing and singing, students explaining answer from board. Physical arrangement having a big impact with interaction increased when facing each other. Having students face to face vs. shoulder to shoulder seemed to have a big impact on interaction. The size of groups varied from 2, 3, 4. 2 or 3 seemed to allow for increased participation. Partners or pairs were working together to complete a task. Having 1 shared document helped all contribute. Even some of the tasks that could have been completed individually allowed students to access peer as a resource, with less reliance on the teacher as expert. We saw a modified gallery walk protocol, partner talk strategy, group work, partner work. There was a notable climate of safety with students comfortable taking risks, providing correction to each other, and being vulnerable. This is fostered based on strong, positive relationships and classroom community building routines. Students were compliant. Students were on task. They were comfortable sharing out. Students were asking each other for clarification on the task, sharing their thinking. A couple of the students were really effective facilitators, to the benefit of their group, others were not and specific roles would have helped all students participate.

Observations show that teachers value instructional time, teaching bell to bell, using effective instructional strategies. Students display on-task behaviors and are compliant in meeting the teachers behavioral expectations and expectations for the task. There is clear evidence of positive relationships formed and maintained between teacher and staff. However, there is a greater proportion of teacher talk than student talk during observations. Additional suggestions include continued or additional intentional use of collaborative strategies and tools, adjusting physical layouts, more partner talk, and asking more questions and getting them talking instead of giving them the information.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2023-2024 CAASPP SUMMATIVE DATA:

TENTATIVE/PRELIMINARILY

46% of grade 11 students met/exceeded standard in mathematics
54% did not meet or nearly met standard in mathematics.

76% of grade 11 students met or exceed standard in English Language Arts
24% did not meet or nearly met standard in ELA

50% of grade 11 students met or exceed standard in Science on CAST
50% did not meet or nearly met standard in Science on CAST

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

2022-2023 CAASPP DATA:

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

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

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

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

2021-2022 CAASPP DATA:

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

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

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

2020-2021 CAASPP Data:

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

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

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

On CAASPP Interim, DIWA, and Star Renaissance 2023-2024:

Math: Algebra and Functions II: 85% near or above October 23
Math: Interpreting Functions: 61% near or above October 23
Math: Equations and Reasoning: 43% near or above October 23
Math: Geometry Congruence: 94% near or above January 2024
Math: Geometry Measurement and Modelling: 95% near or above January 2024
Math: Polynomial Expressions: 67% near or above January 2024
Math Linear and Exponential: 27% near or above January 2024

DIWA: This year was year 1 of the implementation of the districtwide writing assessment. It was administered in the fall and winter. Springs scores have not been provided.

ELA: Fall 2023 showed:

Grade 9: 73% mastered, 27% not mastered
Grade 10: 96% mastered, 5% not mastered
Grade 11: Score Reporting Issues
Grade 12: 95% mastered, 5% not mastered

STAR REN Diagnostic and Progress Monitor 2022-2023 (Students Below 25th percentile):

ELA:

Grade 9: 35% fall, 52% winter, spring 34%
Grade 10: 23% in fall, 23% in winter, and 23% in spring
Grade 11: 29% in fall, 21% in winter, to 27% in spring
Grade 12: 27% in fall, 27% in winter to 34% in spring

MATH:

Grade 9: 25% in fall, 23% winter, spring 24%,
Grade 10: 14% in fall, 13% in winter, and 14% in spring
Grade 11: 23% to 21%, winter, 20% in spring
Grade 12: 8% in fall, to 15% in winter, to 17% in spring

On CAASPP Interim and Star Renaissance Previously:

ELA: Listen/Interpret (October 22 = 83% near or above, October 21 = 92% near or above October 20=95% near or above, October 19= 90%)
ELA: Editing (October 22 = 80% near or above)
ELA: Language and Vocabulary Use (October 22 = 68% near or above)

Math: Algebra and Functions II (October 22 = 95% near or above, October 21 = 92% near or above, October 20=92% near or above, October 19=93%)
Math: Geometry Congruence (October 22 = 82% near or above , October 21 = 87% near or above, October 20= 87% near or above, October 19=86%)
Math: Geometry Measurement and Modelling (October 22 = 100% near or above , January 22 =

92% near or above)

Math: Polynomial Expressions (January 2022 = 88% near or above)

Math: Interpreting Functions (October 22 = 47% near or above)

STAR REN Diagnostic and Progress Monitor 2022-2023:

ELA: 9-27% fall, spring 31%, grade 10-21% in fall and 28% in spring, 11-21% to 23%, 12-24% to 35% in spring

MATH: 9-20% in fall, spring 18%, 10-14% in fall and 33% in spring, 11-13% to 9%, 12-17% to 17% in spring

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

STAR REN Diagnostic and Progress Monitor 2021-2022:

ELA: 21-22 Baseline ELA: 9-30% fall, spring 28%, grade 10-21% in fall and 19% in spring, 11-20% to 19%, 12-17% to 13% in spring

MATH: 21-22 Baseline Math: Fall gr. 9-38%, spring 23%, 10-13% in fall and 14% in spring, 11-6% to 10%, 12-3% to 8% in spring

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

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

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

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

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

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

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

In November, 2023 the mid year visit team highlighted:

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

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

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

Strong teacher leadership and structures for teacher leadership/decision making
Intervention, heading in the right direction with training around tiers of instruction and support period
Right now, progress or incremental steps on PBL including a focus on relevancy and student engagement
Evidence of progress and working towards previous goal areas (Rigor/Relevance/Student Support)
Recognition by district of two different needs and dynamics between Malibu/Samo, increased district support

The areas to continue to focus on included:

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

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

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

SMART GOALS:

SPSA Goal 1 (Rigor): College/Career Readiness

Site Goals:

HS Goal 1: By May 2025, 57% of students meet/exceed state standards as measured by CAASPP Math (46 IN 23-24, 33% in 22-23, 57% in 21-22, 56% in 20-21, DNA in 19-20, 56% in 18-19)

HS Goal 2: By May 2025, 83% of students meet/exceed state standards as measured by CAASPP ELA (76 IN 23-24, 70% in 22-23, 83% in 21-22, 82% in 20-21, 92% in 19-20, 80% 18-19)

HS Goal 3: By May 2025, 53% of students meet/exceed state standards as measured by CAST Science (50 IN 23-24, 44% in 22-23)

SPSA Goal 2 (Student Support):

Site Goals:

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

English Language Development

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

School Goal 3: (Relevance)

Site Goals:

HS Goal 6: X of high school students will report either liking school or liking school very much as measured by student perception surveys (Climate and Culture Survey TBD in 23-24 (75%), 72% in 22-23, 77% in 21-22, 72% 20-21)

HS Goal 7: X% of students will report seeing how their learning relates to their future and X% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: TBD in 23-24 (35%), 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: TBD in 23-24(40%), 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers are credentialed in the area of their instruction according to analysis of the master schedule. The school leadership team (SLT) met in Spring, 2024 and will reevaluate in August, 2024 an annual Professional Development calendar. Teacher professional development this school year will be focused on effective PLC teams, systematic use of data, staff capacity around design thinking and Project based learning, and co-design of DOK 3 and 4 tasks. Additional trainings on safety and wellness, staff morale, artificial intelligence in education, DBQ, sitewide expectations, and homework practices is also included. All students have access to materials (based on the Williams compliance board resolution from the beginning of the year). Teachers also have supplemental materials, technology, resources, and professional growth materials.

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

Fiscal support (EPC)

SMMUSD provides guidance and support with fiscal management.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

2024-2025:

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

Spring 2024: SSC Approval (May 16, 2024)

Spring 2024: SSC input (April 18, 2024)

Spring 2024: SLT input (April 26, 2024)

Spring 2024: PAC Input (April 18, 2024)

Spring 2024: Staff Input Collected for Part 3, SPSA (Refer to WASC 5 Areas Google Doc) (March 22, 2024)

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

2023-2024:

September 2023: Reviewed summative data (CAASPP, CAST, CHKS, Senior Survey, Climate Survey, ELPAC) and adjusted goals 1/2/3.

November 2023: WASC MidTerm Report and one-day visit

Spring 2023: SSC input (May 18, 2023)

Spring 2023: SLT input (May 12, 2023)

Spring 2023: Collected Staff input from Department Chairs for Part 3, SPSA (Refer to WASC 5 Areas Google Doc)

Spring 2023: Staff Input (April 21, 2023)

SSC/Staff development throughout 2022-2023 school year, department meeting summaries submitted.

2022-2023:

SSC/Staff development throughout 2021-2022 school year:

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

MHS remained below 22 English Learner Students. The 23-24 was the final year required for SSC to carry out responsibilities of ELAC formed in 2021-2022 when there were more than 22 students. The SSC provided specific input towards English Learner supports, as reflected in goal area 2 of this plan.

Resource Inequities

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

The district allocation of \$10k for SLT needs to support teacher professional development and the identified teacher strategies in the SLT plan ensure needs are met. Additional compensation for department collaboration will be provided through extra hourly. For 2024-2025, the allocation is anticipated to increase to \$20,000 with administrator ACSA membership a permitted use of these funds.

Teachers want to hyper focus on PBL and DOK strategies, additional training in these areas is needed to address the schoolwide areas of growth identified. A teacher working group has been formed using SLT funds to focus on integrated project design; however, outside expertise may also be required. As we pursue CTE credential and coursework, additional funding and support may be necessary.

Based on input from EL students and parents, staffing of an Instructional Assistant-Bilingual is desired as is contract services with a provider to translate coursework (beyond text) to home language if IA-Bilingual is not able to do so.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.26%		0	1
African American	1.94%	2.78%	2.05%	8	11	8
Asian	2.67%	2.78%	2.05%	11	11	8
Filipino	%	0.25%	0.51%		1	2
Hispanic/Latino	14.81%	16.41%	16.15%	61	65	63
Pacific Islander	0.24%	0%	%	1	0	
White	74.76%	71.97%	73.59%	308	285	287
Multiple/No Response	5.58%	5.81%	5.38%	23	23	21
Total Enrollment				412	396	390

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. Number of students matriculating to MHS from middle school and elementary school is decreasing year over year. Long term projections from Decision Insite reinforce this for future years based on community demographics and factors.
2. It is a challenge to continue to offer the vast academic, athletic and extra curricular programming we do with less students at the same level as in the past. Specifically, the master schedule now has around more than 50% of courses only offered 1 time, and many others only offered twice presenting scheduling constraints.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	22	20	20	3.80%	5.3%	5.1%
Fluent English Proficient (FEP)	38	49	50	8.50%	9.2%	12.8%
Reclassified Fluent English Proficient (RFEP)				5.3%		

Conclusions based on this data:

1. A small number (0) of the small number of EL (14) students are levels 1 or 2 which inhibited the ability to offer multiple types of supplemental ELD support.
2. Given the small number, general education teachers must differentiate and utilize integrated ELD strategies within the CP and AP coursework.
3. It appears programming in the elementary and middle school levels is effective in helping students redesignate prior to high school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	114	98	105	106	80	94	105	80	94	93.0	81.6	89.5
All Grades	114	98	105	106	80	94	105	80	94	93.0	81.6	89.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2670.	2668.	2631.	53.33	48.75	35.11	26.67	33.75	34.04	9.52	15.00	18.09	10.48	2.50	12.77
All Grades	N/A	N/A	N/A	53.33	48.75	35.11	26.67	33.75	34.04	9.52	15.00	18.09	10.48	2.50	12.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.00	47.50	36.17	46.67	47.50	55.32	13.33	5.00	8.51
All Grades	40.00	47.50	36.17	46.67	47.50	55.32	13.33	5.00	8.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	60.00	45.00	41.49	28.57	46.25	40.43	11.43	8.75	18.09
All Grades	60.00	45.00	41.49	28.57	46.25	40.43	11.43	8.75	18.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.90	32.50	19.15	70.48	57.50	75.53	7.62	10.00	5.32
All Grades	21.90	32.50	19.15	70.48	57.50	75.53	7.62	10.00	5.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	56.19	45.00	32.98	38.10	50.00	62.77	5.71	5.00	4.26
All Grades	56.19	45.00	32.98	38.10	50.00	62.77	5.71	5.00	4.26

Conclusions based on this data:

1. For grade 11, listening historically has been the target area with the lowest performance.
2. No target/claim data provided 22-23, 21-22 making specific instructional decisions more difficult. It is anticipated with the 23-24 results.
3. While performance on standardized measurements stayed consistent within groups (Cohort Data) in the immediate Covid years, the data now reflects a definite decline in performance with current groups compared to historical levels of previous groups.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	114	98	105	101	80	92	101	80	92	88.6	81.6	87.6
All Grades	114	98	105	101	80	92	101	80	92	88.6	81.6	87.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2645.	2646.	2574.	27.72	26.25	15.22	27.72	31.25	17.39	27.72	23.75	29.35	16.83	18.75	38.04
All Grades	N/A	N/A	N/A	27.72	26.25	15.22	27.72	31.25	17.39	27.72	23.75	29.35	16.83	18.75	38.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.61	33.75	19.57	44.55	47.50	47.83	16.83	18.75	32.61
All Grades	38.61	33.75	19.57	44.55	47.50	47.83	16.83	18.75	32.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.73	26.25	9.78	59.41	63.75	61.96	13.86	10.00	28.26
All Grades	26.73	26.25	9.78	59.41	63.75	61.96	13.86	10.00	28.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.79	32.50	16.30	69.31	58.75	59.78	9.90	8.75	23.91
All Grades	20.79	32.50	16.30	69.31	58.75	59.78	9.90	8.75	23.91

Conclusions based on this data:

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

2. Although not shown on this data, CAASPP data online shows a significant gap between socio-economically disadvantaged students, Hispanic/Latino students, and their same aged peers (>15%).
3. While performance on standardized measurements stayed consistent within groups (Cohort Data) in the immediate Covid years, the data now reflects a definite decline in performance with current groups compared to historical levels of previous groups. Not as much of a correlation between CAASPP and Star Ren (not predictive).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	5	5	4
10	*	*	*	*	*	*	*	*	*	5	5	4
11	*	*	*	*	*	*	*	*	*	5	6	4
12		*	*		*	*		*	*		*	5
All Grades										15	19	17

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	46.67	36.84	41.18	33.33	26.32	47.06	0.00	21.05	11.76	20.00	15.79	0.00	15	19	17

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	66.67	42.11	76.47	13.33	36.84	23.53	0.00	15.79	0.00	20.00	5.26	0.00	15	19	17

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	26.67	15.79	11.76	40.00	26.32	35.29	0.00	36.84	29.41	33.33	21.05	23.53	15	19	17

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	13.33	0.00	17.65	66.67	89.47	76.47	20.00	10.53	5.88	15	19	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	80.00	78.95	100.00	0.00	21.05	0.00	20.00	0.00	0.00	15	19	17

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	46.67	21.05	17.65	20.00	52.63	52.94	33.33	26.32	29.41	15	19	17

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	20.00	15.79	5.88	73.33	73.68	88.24	6.67	10.53	5.88	15	19	17

Conclusions based on this data:

1. We continue to have a small number of EL students. That implies most students are re-designating in elementary and middle years.
2. Ongoing need for additional support for individual students at beginning level. For 22-23, only 2 level 2 students, and 0 level 1 students anticipated.
3. 7/17 current EL students at level 4 but previously have not reached threshold on local measurement for reclassification. They are doing well in social and academic settings (CP or AP coursework) but do not meet the benchmark on StarRen.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
396	16.2	5.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Malibu High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	5.1
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	64	16.2
Students with Disabilities	46	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.8
Asian	11	2.8
Filipino	1	0.3
Hispanic	65	16.4
Two or More Races	23	5.8
White	285	72

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance







The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>College/Career</div> <div></div> <div>High</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

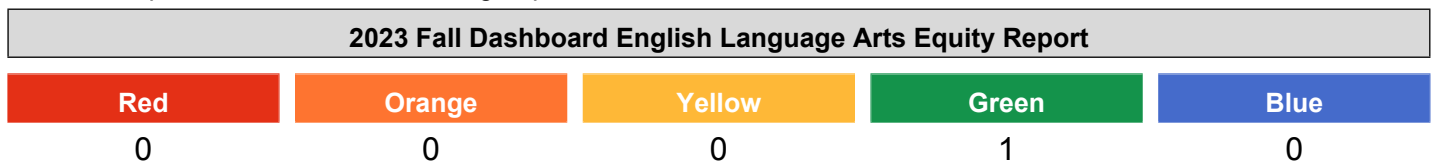
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 28.4 points above standard Increased +3.4 points 96 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 0.7 points above standard Decreased -8.6 points 24 Students	Students with Disabilities 135.5 points below standard 13 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
5.3 points below standard Increased Significantly +40.5 points 16 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Green 32 points above standard Maintained +1.5 points 74 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	Less than 11 Students 3 Students	35.2 points above standard Increased +6.2 points 77 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

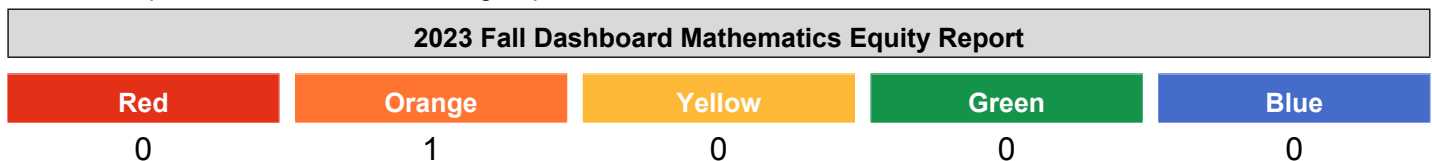
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 75.8 points below standard Decreased Significantly -48.1 points 96 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 142.7 points below standard Decreased Significantly -80 points 24 Students	Students with Disabilities 273.5 points below standard 13 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
119.1 points below standard Decreased Significantly - 19.2 points 16 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Orange 74.2 points below standard Decreased Significantly - 47.7 points 74 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	Less than 11 Students 3 Students	74.5 points below standard Decreased Significantly -50 points 77 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>77.8% making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 18 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	77.8% making progress towards English language proficiency	Number of EL Students: 18 Students	Performance Level: No Performance Level
	English Learner Progress				
	77.8% making progress towards English language proficiency				
	Number of EL Students: 18 Students				
Performance Level: No Performance Level					

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

2023 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
0	4	7	6

Conclusions based on this data:

1.

School and Student Performance Data

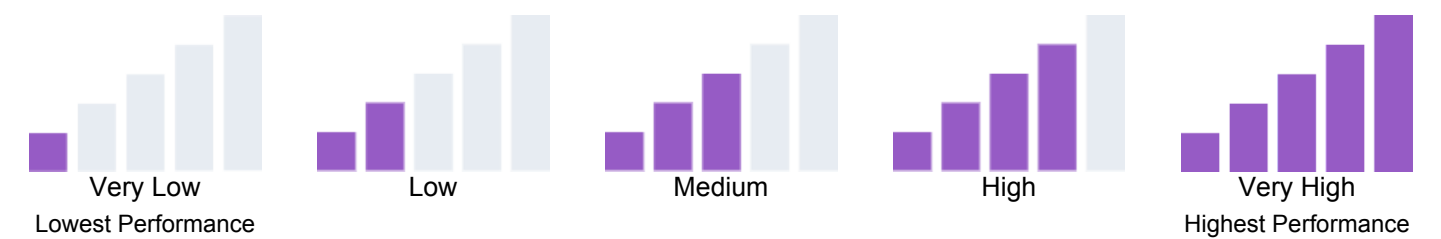
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

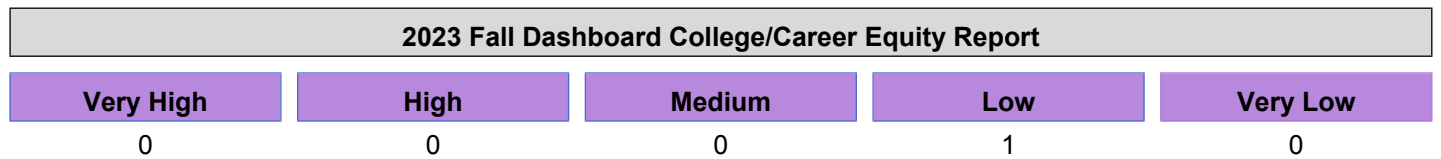
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

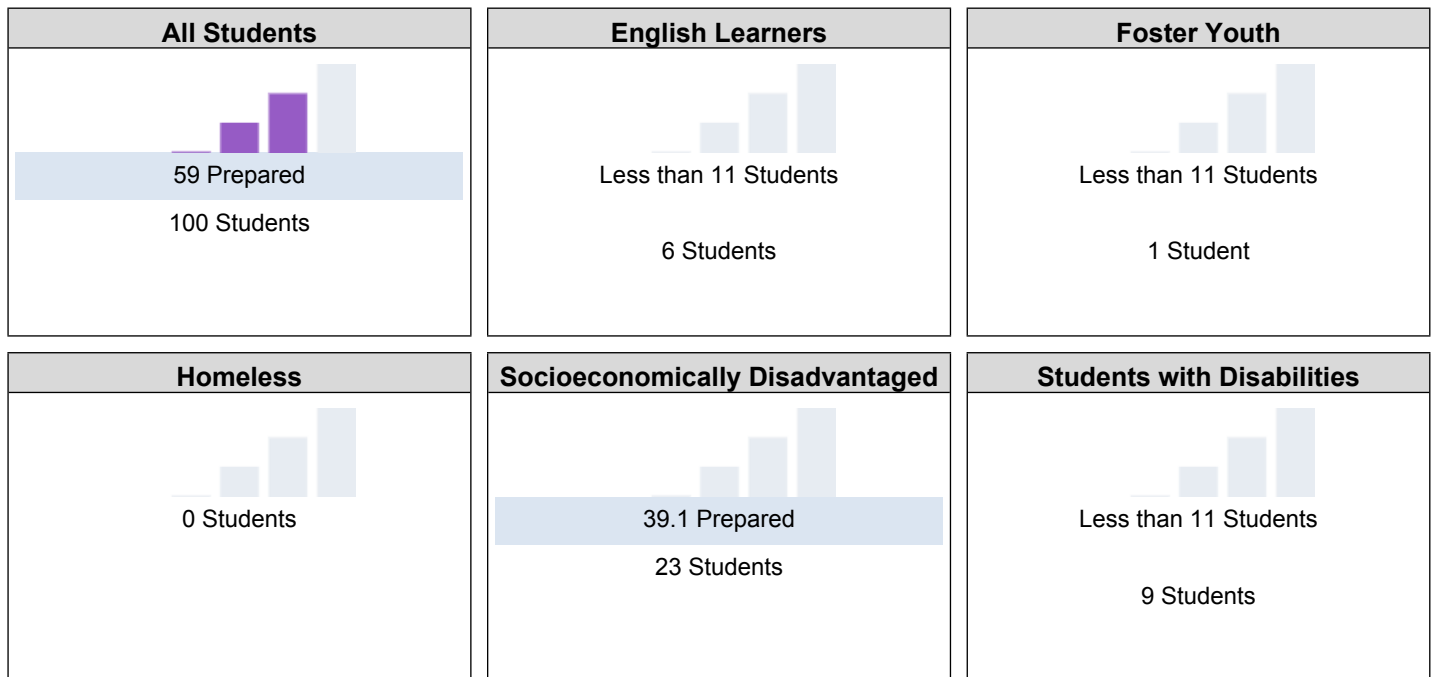


This section provides number of student groups in each level.

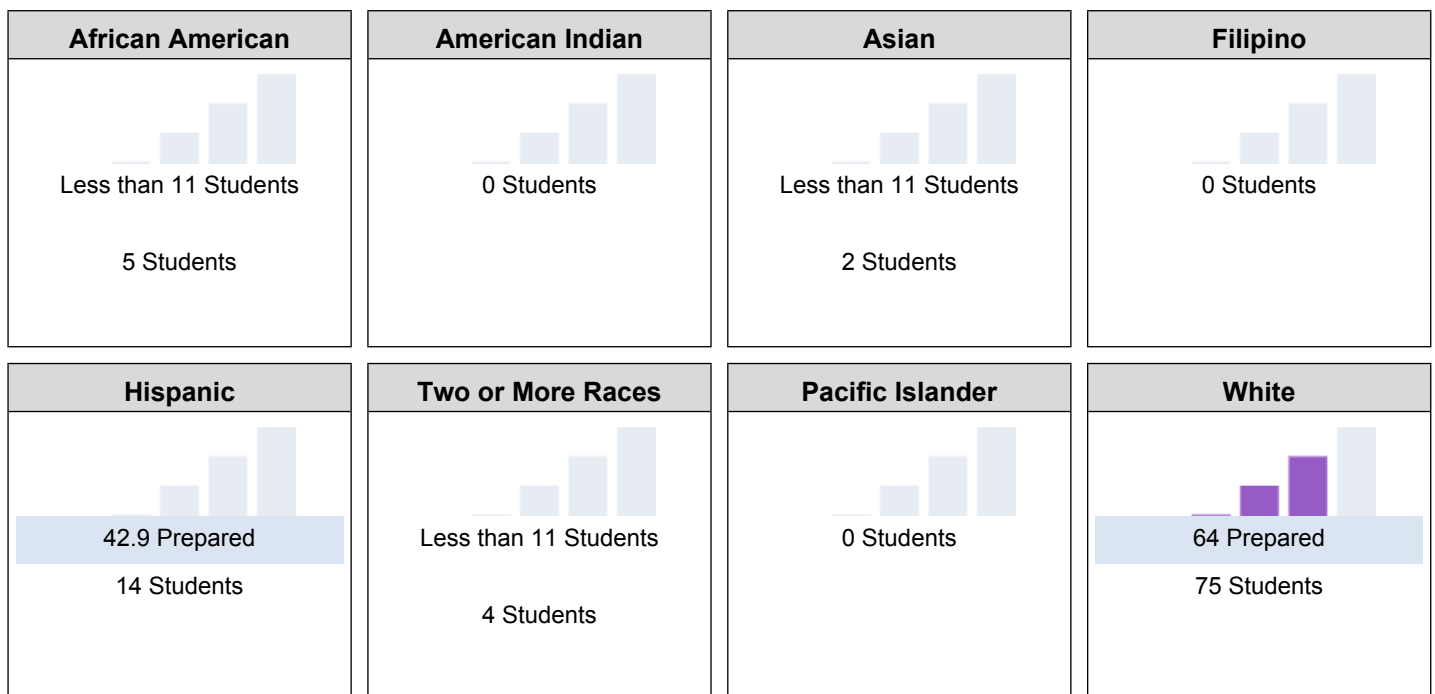


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow


Green

Blue


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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students


No Performance Color
0 Students


English Learners


No Performance Color
0 Students


Foster Youth


No Performance Color
0 Students

Homeless


No Performance Color
0 Students









Socioeconomically Disadvantaged


No Performance Color
0 Students

Students with Disabilities


No Performance Color
0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 96% graduated Decreased -2.3 100 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	91.3% graduated Decreased Significantly -8.7 23 Students	Less than 11 Students 9 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 2 Students	Filipino  No Performance Color 0 Students
Hispanic 100% graduated Maintained 0 14 Students	Two or More Races Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 96% graduated Decreased -2.9 75 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

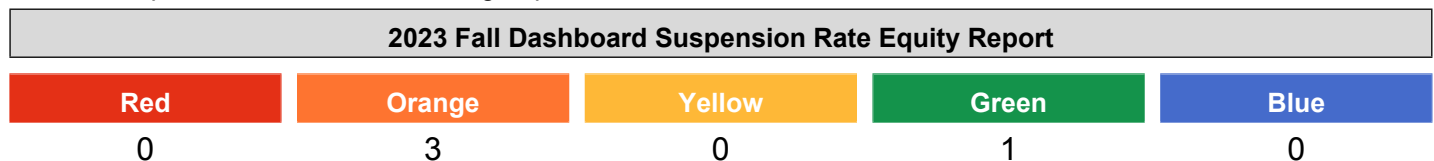
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 1.5 421 Students</p>	English Learners <p>10.5% suspended at least one day</p> <p>Increased 2.2 19 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless <p>Less than 11 Students 1 Student</p>	Socioeconomically Disadvantaged  <p>Orange</p> <p>8.1% suspended at least one day</p> <p>Increased 5.4 74 Students</p>	Students with Disabilities  <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 7.5 51 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day 11 Students	American Indian Less than 11 Students 1 Student	Asian 0% suspended at least one day Maintained 0 13 Students	Filipino Less than 11 Students 3 Students
Hispanic  Green 2.9% suspended at least one day Declined -1.8 69 Students	Two or More Races 16.7% suspended at least one day Increased 16.7 24 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 3.7% suspended at least one day Increased 1.2 300 Students

Conclusions based on this data:

- Overall, suspension rates are low. Primary reason for suspension is violation of controlled substance policy. We also are still suspending for all vaping including tobacco based vapes given staff and community concerns. A significant increase in these behaviors was observed after Covid19.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Improvements

LEA/LCAP Goal

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

Goal 1

SPSA Site Goals:

HS Goal 1: By May 2025, 57% of students meet/exceed state standards as measured by CAASPP Math (46 IN 23-24 (57%), 33% in 22-23, 57% in 21-22, 56% in 20-21, DNA in 19-20, 56% in 18-19)
HS Goal 2: By May 2025, 83% of students meet/exceed state standards as measured by CAASPP ELA (76 IN 23-24 (83%), 70% in 22-23, 83% in 21-22, 82% in 20-21, 92% in 19-20, 80% 18-19)
HS Goal 3: By May 2025, 53% of students meet/exceed state standards as measured by CAST Science (50 IN 23-24 (47%), 44% in 22-23)

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

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

Identified Need

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

Significant subgroups reported in 2018-2019:
HS SED: 68% met/exceeded in ELA
HS SED 48% met/exceeds in Math
HS Hispanic: 54% met/exceeded in ELA
HS Hispanic:38% met/exceeds in Math

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

Claim/Target data not available for 22-23, 21-22 CAASPP administration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP Math	X IN 23-24 (33% in 22-23) (57% in 21-22) (56% in 20-21) (NA in 19-20) (56% in 18-19)	57% of students meet/exceed standards
HS CAASPP ELA	X IN 23-24 (70% in 22-23) (83% in 21-22) (82% in 20-21) (92% 19-20)(80% 18-19)	83% of students meet/exceed state standards
HS CAST Science	X IN 23-24 (44% in 22-23)	47% of students meet/exceed state standards

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TIER 1 INSTRUCTION:

High quality, diverse staff (BTSA, National Board, Credentialing, Professional Development, New teacher onboarding)

Renewed focus on Bell to Bell Instruction, adherence to the established curriculum guides and standards.

Schoolwide Behavioral Expectations: Faculty Meeting time will be spent discussing sitewide expectations including attendance/tardy, food/drink, electronic device, language. Students are expected to attend class daily and do all that is asked of them, both in and out of the classroom.

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

Staff training in DOK refresher and DBQ strategy will be included in the professional development plan for 23-24.

Next steps with SLT focus on increasing student engagement through collaborative structures and group work with goal to continue to increase student talk.

Staff will gradually release responsibility for complex learning tasks to students. A continued focus of teacher led professional development will be whole group versus small group engagement.

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Site Formula Funds
6000	Site Formula Funds
600	Site Formula Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ASSESSMENT:

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

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

Provide school day PSAT and SAT administrations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Particular Attention to our 3 Significant Subgroups

Strategy/Activity

DEPARTMENT PLC TEAMS:

Staff will engage in Department PLC process. Teacher extra hourly and Teacher substitute are available as options via SLT and Site Formula Funds.

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

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

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

Provide site based training on DOK refresher, DBQ refresher.

Participation in districtwide department collaboration and professional development

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CURRICULUM/INSTRUCTION:

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

District Department collaboration to include pacing guides and new adoptions, aligned with district guaranteed and viable curriculum.

Staff will design and facilitate student-centered activities which could include:

Stations/blended learning

Project or performance-based

Inquiry based learning

Cross-curricular collaboration

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

DEPARTMENT SPECIFIC ACTIONS:

To be added in August, 2024 after review of lag data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HOMEWORK: As part of the Mid-Term Cycle visit, the visiting team said, "As MHS continues to work on student engagement and relevance, staff need to evaluate the relevance of the homework that students are assigned." Therefore in the 2024-2025 school year:

Homework practices will be discussed within SLT team

Homework practices and protocol to evaluate homework tasks will be part of the PD plan and staff discussions

Each Department will be asked to evaluate and revise homework routines

Create assignments with a purpose. Teachers and students should understand the desired outcome of the activity. Reflect on the purpose of a homework assignment and how it ties back to the enduring understandings or the big ideas of a given unit, and make this clear to students.

Create assignments that challenge students to think strategically while integrating both new and previously taught information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

As part of an annual reflective process, all departments completed a reflection on the implementation and overall effectiveness of strategies and actions in the 2023-2024 school year, discussing strategies and actions and their impact in the 5 WASC areas. Similarly, the School Site

Council, School Leadership team, and Student Principal Advisory Committee completed similar reflection exercises in the spring, 2024. Department meeting summaries were collected throughout the year to track progress in implementing strategies described above. Additionally, department chairs provided monthly reports to the School Site Council, and summaries of available data from district assessment continuum measures were shared publicly with the School Site Council as well as staff throughout the year.

It is important to note, that we saw a significant decline in student performance in math and English, as measured by CAASPP, in Spring of 2023. Another challenge of the 2023-2024 school year that is important to note, is reference special education staffing with two positions unable to be filled and therefore contracted through an agency.

Below is a summary of the discussions.

TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Malibu High School continues to employ a veteran and expert staff. As highlighted in the mid-term WASC report, MHS instruction continues to be based on positive teacher-student relationships, in which students trust in their teachers' guidance. Students voiced feeling prepared for college upon graduation as a result of daily college preparatory instruction. During observations, specific evidence included mini-lessons, student discourse, classroom discussions, effective questioning, variety of formative assessment tools, small group and individual lessons and reteaching, direct instruction, games, student application exercises, projects, written products, art products, etc. During observations, teachers were using instructional time with standards aligned instruction. The school year did feel more "normal" with less student behaviors. We continue to see direct instruction, and gradual release models but have increasingly seen additional student group work, rotational models, and project based learning. Within departments we did see examples of the visible evidence of student learning (InnovateEd): Close and Analytical Reading of Various Media Types, Communication Using Precise Academic Language, Structured Collaborative Conversations, Evidence Based Arguments, and Evidence Based Writing. Staff continued to add additional performance tasks and gradually released responsibility for complex learning tasks to students.

This year we focused on increasing student talk and student engagement. The SLT work focused primarily on student discourse and group work, increasing student interaction and movement. Three formal learning rounds were completed this year looking at the strategy of students increasing student talk. Various structures were shared during professional development and modelled during teacher led sessions. We did see an increase in student talk over the 3 learning rounds with teachers being intentional with physical layout, number of students in groups, questions or activity for students to respond to or complete together, and strategy or protocol to have them collaborate. Throughout the formal learning rounds, informal observation, and formal evaluation process we continue to see the teacher model and students use content-specific academic language. The SLT discussed the academic honesty policy but did not revise it. At the district level, and within a PTSA subcommittee, there have been some initial discussions and two initial staff trainings regarding AI in education and connection to student thinking and student apathy.

There was a need for reteaching and more targeted instruction of skills gaps which led to continued use of data protocol and staff PD on tiered intervention model and pre-referral process. This year, given enrollment and cohort scheduling, many classes benefited from smaller class sizes and additional adult support. However, chronic absenteeism continued to be a challenge this school year. The assistant principal made a concerted effort of additional student and family intervention throughout the year, related to her own induction plan.

ASSESSMENT: As planned, in 23-24, English teachers implemented the Districtwide Interim Writing Assessment. Most students performed very well on the measure. However, teachers voiced frustration with the amount of time out of classroom to score as well as other logistical items. This measure replaced the previous ELA CAASPP Interim. Teachers voiced feeling much more comfortable with administering and interpreting the results of the Star Renaissance and Interim CAASPP Measurements this year. Progress was made with departments examining the CAASPP and STAR Renaissance data, primarily the instructional planning report. Through the process, there is additional buy in as teachers have begun to recognize the correlation between StarRen and class performance and performance on other standardized measures. Through the department data protocol, we have teachers receiving much more detailed student specific information to identify the gaps, the next step will be to have teachers better match and track progress with tools such as nearpod, IXI, or delta math. Participation rates on all SMMUSD Assessment Continuum measurements to include diagnostic, progress monitoring, and interim/benchmark tools (ie: StarRen, CAASPP Interim, DIWA) has been high, but we will continue to monitor to get to the 95% target. We administered the school day PSAT and SAT. About half of seniors completed the SAT. The digital administration was largely successful and having the flexibility of testing within a window, using our Friday schedule, was successful.

DEPARTMENT PLC TEAMS: In 23-24, the MHS SLT reengaged in the InnovateEd cycle of inquiry process. Staff continued to engage in Department PLC process. Teacher extra hourly and Teacher substitute were provided via SLT and Site Formula Funds, with a specific PBL teacher working group formed in Spring, 2024. SLT funds were also used to support a number of teacher conferences, mainly AP conferences with planned changes in staffing. Department Chairs need to continue to play a key role of facilitating the PLC works. During department time, they facilitate the department co-planning, co-design of DOK 3 & 4 tasks and analyze student performance in all area, measure their instruction through analysis of lesson design & student work. This was the second year of independently using the data protocol with improved use of the tool to look at student performance and narrow down to an academic skill gap.

PROFESSIONAL DEVELOPMENT: This year, we continued to focus on Rigor (Higher order thinking skills- increasing student engagement through DOK 3 and 4 tasks) and Relevance (authentic learning with real world application including PBL). In our PD calendar, we prioritized department time as described above. There were specific trainings this year in Design Thinking, engagement - specifically student group work and collaboration, and AI in education. We had additional teacher led professional development sessions, but would still like to do additional. However, there may be a need, if funding exists, to bring in outside experts to provide training on PBL to an experienced staff. Targeted trainings on responding to challenging behavior, ABC of behavior, autism, and neurodiversity may be provided based on staff feedback. Additionally, there were trainings from health office, wellness center, mandated information as well as mindfulness, a PTSA focus this year, and behavior and behavior related to students with autism. In addition to mindfulness, the PTSA also focused on AI, health/safety, and a literacy initiative, Malibu is Reading.

CURRICULUM/INSTRUCTION: MHS continues to offer a high number of AP and UC A-G approved courses at MHS that prepare students for the academic rigor of college. We have not reduced offerings despite declining enrollment. Student participation and pass rates in Advanced Placement coursework continues to be high. The process was completed this year to solicit student interest in AP Human Geography. The decision was made to offer AP Human Geography and not offer Senior Seminar, due to lack of student interest. This was also the second year of implementation of CTE coursework in film, broadcast, and journalism programs. There is a desire

to initiate the process to have visual and digital arts programs to become CTE programs and to explore the same for our professional actor/stagecraft programs. We were not successful in making progress towards this strategy in 2023-2024. This was the first full year of implementation of new French and Spanish textbook adoptions. The District Coordinator for ACES and Social Justice integration worked with social science teachers.

DEPARTMENT SPECIFIC ACTIONS: Each department set individual goals in the area of rigor, with a large amount of department PLC time preserved for co-planning or analysis of tasks to examine level of thinking. Department chairs are asked, based on review of available data, to identify specific department strategies in regards to rigor and relevance that help guide their work in department teams throughout the year. They report out on progress towards these goals in meeting summaries and once to the School Site Council. In addition, a joint SSC and SLT Meeting in October to discuss summative, interim, and perception data and implications has become part of our ongoing process.

ENGLISH: Writing: Refocus writing goals and grade level skill alignment in the wake of Covid through classic PLC work, which includes sharing assignments and reviewing student work. Reading: Diversification of the voices taught. Listening: Use of podcast as source material. A focus on fact checking so students use reliable and verified evidence to support ideas in discourse and writing. **HISTORY:** Increased writing instruction in World History and use of DBQ's. A focus on thinking and writing skills with a continued focus on cross-cutting historical thinking skills (ie: change, continuity, perspective). Addressing students with low reading skills as measured by StarRen to better assess student conceptual understanding. **WORLD LANGUAGE:** The department used new speaking and writing rubrics in World Language to support their previous efforts around performance based grading. This led to increased student output in writing and speaking. The rubric morphed over time to be more user friendly and was used in lower levels with the AP rubric used for advanced classes. **VAPA:** Varied by domain (Visual/Performing). However, as a department they worked to have more collaborative/group projects, increase student choice in projects, and encouraged student ownership, responsibility, and respect for each others' works. **MATH:** Had a focus on targeted intervention for struggling students. For example, students were selected to attend individual and small group tutoring in support period where they were able to work on activities to target their knowledge gaps and build skills. **SCIENCE:** They gave grade 11 student opportunity to take CAST practice test prior to spring CAST administration in March. They also used their curriculum guides to develop learning targets/study guides for each course to more clearly communicate with students the required skills and content knowledge for each unit of study. **SPED:** Maintaining high, positive expectations for all students. **Academic Language:** A focus on vocabulary strategies to support use of academic language across disciplines. The Math and English department also worked together to create a grade incentive for performance on CAASPP summative. We are hopeful CAASPP and CAST scores will be available before the end of the school year. As a result of Federal Prom Monitoring at the district level, evaluation of our physical education program, specifically Period 0 PE was conducted with our students voluntarily participating and the requisite minutes being met.

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

NA

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

TIER 1 INSTRUCTION: In 24-25, there is a need to do some refresher training on Depth of Knowledge and task design. Consistent with mid-term WASC report, there is a need to stay hyper focused on DOK 3/4 tasks in all classes and content areas. The visible evidence of learning will continue to be a focus in 24-25 with additional follow up training in DBQ strategies and Design Thinking. The implications of AI in education is work that will continue in 24-25. There is also a desire to continue with increased performance tasks to increase engagement, specifically in math, as well as having teachers sue the viewing system of CAASPP to help frame instruction.

ASSESSMENT: The decision was made not to continue to require DIWA in 24-25. Instead, ELA CAASPP Interims will return as the interim measure to help teachers evaluate the effectiveness of tier one instruction towards a specific standard aligned with the guaranteed and viable curriculum. For StarRen, the goal is to use available reports more with department teams discussing mastery reports, student growth reports and then shifting instruction accordingly will continue to be a focus this next school year. We have more work to do in our math department of creating a culture of re-teaching, retakes, and working towards mastery of standards on classroom assessments (other factors may include: flexibility with deadlines, missed assignments, equity based grading practices). Through the department data protocol, we have teachers receiving much more detailed student specific information to identify the gaps, the next step will be to have teachers better match and track progress with tools such as nearpod, IXL, or delta math. We requested a Saturday school sponsored administration for 24-25, but that was not approved so we plan to administer PSAT and SAT during the school day in 24-25.

DEPARTMENT PLC TEAMS: SLT will facilitate at least 2 formal Learning Rounds again in 24-25, which were successful this year, and ways to increase or incentivize the informal Peer to Peer observations is needed.

PROFESSIONAL DEVELOPMENT: Teacher led professional development sessions have been well received the last two years, but staff response to participate has been limited. Time for teacher led professional development will be allocated, with SLT funds used to provide compensation for the preparation. There is a also need to provide PBL training for all staff. A handful of teachers have done the 3 day Cohort training and two years ago, Dr. Devon Smith from SMMUSD led a foundational PBL professional development for staff. There was also a group of teachers who had collaboration sessions with teachers from CART. Last year time was provided in departments to plan projects together and consult with Devon. This year, in partnership with BGC Malibu, training in design thinking was held and a teacher PBL cohort was formed with the goal of designing a guiding project by grade level, or that can be completed across grade levels. The continued goal is to increase our internal expertise through professional development around project based learning.

CURRICULUM/INSTRUCTION: Based on our ongoing WASC action plan, staff will continue to spend time designing and facilitating student-centered activities which could include: Stations/blended learning, Project or performance-based, Inquiry based learning, and Cross-curricular collaboration. There is a desire to initiate the process to have visual and digital arts programs to become CTE programs and to explore the same for our professional actor/stagecraft programs. In Freshman Seminar, history courses, and other coursework you see examples of intentional planning to integrate the social justice standards. However, with change in staffing, it may be necessary to do additional training around the social justice standards and available district resources.

DEPARTMENT SPECIFIC ACTIONS: Initial strategies and needs discussed in April, 2024 included: World Language: Share and implement collaborative conversation strategies to scaffold students output so they can convey understanding, share ideas, and build upon each other and attain the expected proficiency level as measured by the speaking and writing rubric. Math will continue to use StarRen data and provide one to one tutoring and reteaching based on those results. Delta Math will be used to create specific assignments based on student need. CAASPP incentive will be evaluated. Science will continue to ensure all juniors have the opportunity to complete CAST practice questions. They remain committed to incorporating activities with a basis in inquiry as well as critical thinking and problem solving. Specific department strategies will be developed in August, 2024 after review of lag data including disaggregated data, and data specific to claims and targets.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EL Curriculum and Academic Language

LEA/LCAP Goal

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

Goal 2

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

HS Goal 5: X of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (Target was 55% in 23-24) (10/17 in 22-23, 10/18 in 21-22, 11/17 in 20-21, 4/9 in 19-20).

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	X improved 1 or more levels or remain at level 4 overall IN 23-	X will improve 1 or more levels or remain at level 4 overall

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	24 (10/17 in 22-23)(11/17 in 20-21)	
Star Renaissance ELA	, number of students below 25th percentile on September admin (TBD Sept 24)	3% decrease at each grade level below 25th percentile
Star Renaissance Math	, number of students below 25th percentile on September admin (TBD Sept 24)	3% decrease at each grade level below 25th percentile

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES:

Continue ELD Supplemental Elective Period

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

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

ELD Lead for student monitoring, communication with teachers

Staff training on integrated ELD instruction in all content areas

Work with school district to identify newcomer support and resources.

RFEP monitoring by counselors, EL Lead Teacher.

Spanish Speaking Family Support Group facilitated by BCL

Increased student talk-discourse, group instruction

Integrated strategies-frames, visuals, templates, vocab-banks, frontloading and additional scaffolds in CP coursework.

Student participation in activities, sports, enrichment programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
332	Site Formula Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identified students

Strategy/Activity

SST:

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

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

District SST Forms and SST procedures will be used.

504:

Implement revised 504 forms for 23-25, counselors and administrators trained in Spring 2024.

Paraeducator trainings

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	Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

INTERVENTION:

Staff will implement range of tier 1 community building routines.

Support and implement districtwide MTSS framework, have MTSS TOSA facilitate staff professional development.

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

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

SUPPORT PERIOD:

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

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

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

SUMMER SCHOOL:

Summer school for Credit Recovery, ESY, and Get Ahead Geometry will continue to be provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ADDITIONAL STUDENT PROGRAMS:

Students will access available supports including After School Tutoring (Stretch Grant), Wellness Center

MHS will maintain ongoing partnership with Wellness Center, NAMI, Student Wellness Club

ONE on Campus

Goals for Graduation in partnership with BGC Malibu

BGC Brent's Club

SMMUSD/SMC Young Collegians 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)
16000	Stretch Grant (Ed Foundation)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

As part of an annual reflective process, all departments completed a reflection on the implementation and overall effectiveness of strategies and actions in the 2023-2024 school year, discussing strategies and actions and their impact in the 5 WASC areas. Similarly, the School Site Council, School Leadership team, and Student Principal Advisory Committee completed similar reflection exercises in the spring, 2024.

Below is a summary of the discussions.

Goal 2:

ENGLISH LEARNER: This year we had a smaller number of English learners, with all English Learners at the level 3 or 4. A newcomer, Chinese, enrolled late in the school year. Given the small size and therefore limited resources, we continue to advocate for additional supports beyond the supplemental ELD elective. Textbooks and materials translated in Spanish/home language

and instructional assistant support have been voiced in the past. A challenge in our school setting, there is not the peer support nor any adults who can provide informal support in home language. The EL Lead Position continued to monitor student progress per district protocols. Elevation was a software that was used this year to help better manage the reclassification process and access student performance scores. A supplemental ELD elective class continues in the master schedule but only served one student as we have mainly level 3 and 4. An ELAC was not required this year with less than 22 English Learners. With a change in staffing, the level of customer service and outreach to our Spanish speaking families greatly improved.

SST/504: The Assistant Principal and counselors continued their efforts using data and assessment to identify students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral). Counselors and admin previously led staff training on the role of SST in 21-22 and increased their use of district forms and a referral process beyond the current monitoring process continues to be a need. Additional staff training occurred in 22-23 and 23-24. Staff seem to better understand both the monitoring and the referral channels of our SST system. Counselors and administrators were trained in 504 process in spring of 2024. New forms and procedures, developed with legal counsel, were reviewed and will be implemented in 2024-2025.

INTERVENTION: Overall, we still need to develop and implement a formalized system of academic interventions (tier 2 and tier 3 general education supports). The desired outcomes of a revised Support period with a more formal intervention and enrichment model using Enriching Students has not been successful. Given the smaller class sizes this year, there was an opportunity to take advantage of tier 2 strategies within the instructional period. However, there is not the number of students nor resources for many formal general education intervention structures beyond the classroom teacher. Students voiced appreciation for teacher office hours with teachers offering support outside and during class time. Thanks to funding from the Shark Fund, after school tutoring served as tutoring supports for all students. Between 5-10 students utilized after school tutoring daily, with over 20 on average near the end of the semester. Students reported teachers utilizing additional online tools in language and math classes (ie: delta math, desmos, nearpod, quizlet).

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

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

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

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

ENGLISH LEARNER: The hiring of a bilingual instructional assistant and/or contracting with agency to translate work and materials beyond the textbook continues to be a top priority. A parent support group facilitated by our bilingual liaison continues to be an area of need.

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

INTERVENTION: Students voiced that there are inconsistent policies for retakes. MHS has not made as significant of progress at Samohi around reteaching and quiz/retake practices. The plan is to continue using Enriching Students in the 24-25 school year and we will continue to explore ways to strengthen support period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, IXL, Kahn). Beyond support period, after school tutoring, and Boys and Girls Club partnership tutors/homework help will be provided. The question continues to be how to structure and what resources are available to provide general education supports and when beyond Support Period.

SUPPORT PERIOD: There is a need to determine incentives for teachers to facilitate enrichment, intervention, and support beyond the current uses of support period will need to be worked through. Some questions that have been voiced include: How are we monitoring the tier 2 instruction during support period/class time to meet students needs? How do we meet the needs of students who are struggling who don't take advantage of support, workshops, programming, etc?

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Involvement

LEA/LCAP Goal

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

Goal 3

HS Goal 6: X of high school students will report either liking school or liking school very much as measured by student perception surveys (Target 80% in 23-24)(Climate and Culture Survey 72% in 22-23, 77% in 21-22, 72% 20-21)

HS Goal 7: X of students will report seeing how their learning relates to their future and X of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Target was 33% Future, 40% for real world in 23-24) (Future: 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

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

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

Identified Need

Increase student engagement and student perception of school.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate and Culture Survey	X report either liking school or liking school very much. (72% in 22-23)	75% of high school students will report either liking school or liking school very much.
Climate and Culture Survey	X reported seeing how their learning relates to their future. (32% in 22-23)	33% of students will report seeing how their learning relates to their future.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate and Culture Survey	X how their learning relates to the real world. (34% in 22-23)	40% of students will report seeing how their learning relates to the real world.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RELEVANCY:

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

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

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

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

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

SMMUSD will assist in CTE Credentialing, CTE Coursework

SMMUSD/MHS will expand SMC Partnership

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Site Formula Funds
6000	Site Formula Funds
600	Site Formula Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STAFF TRAINING:

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

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

CSL Program and Coordinator

PTSA Sponsored Mindfulness Program

Campus Security and campus safety improvements reflected in CSSP.

Athletics Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000	Stretch Grant (Ed Foundation)
105000	Site Formula Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

STUDENT VOICE:

Principal Advisory Committee made up of representative students.

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

Restorative Justice, increase trained 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)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

DEPARTMENT STRATEGIES:

To be added in August, 2024 after review of lag data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HOMEWORK: As part of the Mid-Term Cycle visit, the visiting team said, "As MHS continues to work on student engagement and relevance, staff need to evaluate the relevance of the homework that students are assigned." Therefore in the 2024-2025 school year:

Find ways to increase the engagement factor and to allow students choice and voice in their homework assignments.

Vary types of activities you are asking students to engage in outside of the classroom setting. Consider allowing for student choice in homework tasks. Consider letting them choose which problems to do, or which topics to write on, or allowing them to stop when they believe, and can demonstrate, they understand the concept.

Make sure homework is developmentally appropriate, differentiated, and able to be done independently.

Match assignments to the skills, interests, needs of students or to current events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

As part of an annual reflective process, all departments completed a reflection on the implementation and overall effectiveness of strategies and actions in the 2023-2024 school year, discussing strategies and actions and their impact in the 5 WASC areas. Similarly, the School Site Council, School Leadership team, and Student Principal Advisory Committee completed similar reflection exercises in the spring, 2024. Department meeting summaries were collected throughout the year to track progress in implementing strategies described above. Additionally, department chairs provided monthly reports to the School Site Council, and summaries of available data from district assessment continuum measures were shared publicly with the School Site Council as well as staff throughout the year.

Below is a summary of the discussions.

RELEVANCY:

Students reported success in Arts, English and Languages in regards to relevancy. They added, "although we do projects of sorts, many don't involve much learning other than science projects. Some projects have some relevance like public speaking but overall we learn the material and do a project on it right after." This is consistent with what was reported last year where projects are still used as a culminating task and not as the springboard to inform instruction.

There were five concrete student exhibitions of learning this school year. They included: History Day: Turning Points in History. This year's theme invited students to consider questions of time and place, cause and effect, change over time, and impact and significance. A turning point in history is more than just an important event that happened a long time ago. It is more than a new idea or a particular action taken by an individual. A turning point is an idea, event, or action that directly, or sometimes indirectly, causes change. World Language Day: Students created projects in Spanish and French and will be presenting in the target language in a comprehensible manner so that non-language learners can enjoy them! This year our students have been working on designing tourist trips to various French and Spanish-speaking locations. They will deliver their sales pitch to convince their audience to buy the trip. Visitors will be given a "voucher" with a random amount to purchase the trip of their choice, that they can afford! Culture Week: Culture Week is an opportunity for all World Language students to learn together and teach about various French and Hispanic cultures. Malibu District Art Show: In Spring of 2024, the VAPA department organized a district level art show in the Parent Center featuring various student products from throughout the year in the various arts disciplines. Film Festival: In Spring of 2024, students organized the first student film festival featuring 11 student produced films.

There continues to be a need to increase staff capacity around Project Based Learning. Throughout the year, across departments, we did see more and more examples of:

Projects: Election caucuses project, climate change projects in APES, Utopia Project in English 10, Film Projects for Masque and film production field trip day, neuroscience mini-lab in Freshman seminar, Environmental Chemistry Project, Policy project in Freshman Seminar, Working Heart Project in Physiology

Leaving to learn: Film Studies to Academy Museum, Band to Badrika Studios, Journalism to national conference in Boston, Poetry reading at City Hall, The Farm Regenerative Garden Activity, Opera Santa Barbara, OCADA Woman In Sports, Walt Disney Concert Hall LA Philharmonic Concert,

Industry experts: Opportunities with content area experts were somewhat limited. Some examples this year included, Matty Boy, Producer of Arrested Development, Guest Adjudicators in Music classes, Badrika Studios, Poet Laurette in Creative Writing, Turtle Conservation Group in Marine Biology, Professional Actor spoke to Film Studies,

In partnership with BGC Malibu, this was the third year of a sustainability and garden project based learning program called ReGenerate Malibu. This was the final year of this grant funded program. We are optimistic there will be a student club, with PTSA support, that can continue to maintain a school garden and make progress around food waste and composting, waste reduction, classroom recycling. SMMUSD adopted a sustainability resolution this year which will build upon current efforts around educational activities on climate change and other climate issues. This year for example there were climate change projects in APES, climate change expository essay in SAI English, Chemistry PSA Project, doughnut economics in economics, global warming and industrial revolution in APUSH, atmosphere and environment performance task in chemistry, climate change on ocean ecosystems in marine biology, among others.

The PTSA continues to provide supplementary funding to the Science Department with the goal to increase phenomena based instruction and lab based activities as well as technology programs (ie: robotics, e-sports, engineering).

This was year two of CTE coursework in film, broadcast, and journalism. The attempt to have our theater teacher become CTE credentialed and theater coursework CTE certified was not successful and that teacher decided to retire at the end of the school year.

Performance and product based instruction in visual and performing arts. Students photos used in Community Resource Guide, Band and Choir at universal, band and orchestra at Disney, Districtwide Stairway Music event, District choral event, Cabaret, winter and spring concerts, two theater productions

SMC Dual Enrollment, 2 on campus classes, Open House at SMC Malibu Campus, with many students do pursue dual enrollment options during summer and the school year choosing classes that they have interest in or may help them later in life.

CLIMATE/INCLUSIVE PRACTICES: We continued with NAMI Ending the Stigma workshops for the 5th year. Across the district, there was "Planting the Seeds" towards our goals of infusing DEI across our system. Additional student focus group with Tribesy Consultants were planned but did not occur. The Special Education Department received additional funds to purchase books and materials with a DEI lense. Results from the city of Malibu comprehensive assessment were

shared and the PTSA established a safety committee that met 4 times with city officials, district officials, law enforcement, elementary PTSA, and Malibu Urgent Care. A new campus wide PA system and clock installation was completed, a fourth security cart was purchased, a second Knox box installed, and a second year of engaging staff in a table top exercise with Lost Hills.

STUDENT VOICE: A Principal Advisory Committee was formed and met 4 times this school year. While helpful to get student input into school climate and student input into the strategies in the school plan, the format felt a little too formal and information redundant given small school nature. Student check-ins, focus groups, surveys, SSC student voice platform will also all continue to be channels. We continued to administer student surveys (CHKS, Engagement, Senior, Olweus) and parent surveys (CHKS, climate, engagement) and analyzed data from these surveys to inform practice.

COMMUNICATION & CUSTOMER SERVICE: In August 2024, we drafted the family engagement policy and home to school compact identifying primary communication channels, ways for parents to be involved in governance and volunteerism including the main parent and booster groups. The plan was re-approved in May, 2024. Throughout the 2022-2023 and 2023-2024 school year, we engaged in a process around mission statement and schoolwide learner goals. Through that process which included surveys, discussion with parent and student groups, SLT, and faculty, the mission statement remained unchanged, SLG's were revised, and core values were identified. The core values identified included: Growth and Learning, Creativity and Artistic Expression, Connectedness and Collaboration, Citizenship and ethic of Service, and Physical Safety and Emotional Safety.

We continued Monday Message, staff bulletins, calendars, website, Twitter, weekly athletics updates and Blackboard communications informing parents of school events and analyzed the usage of Blackboard and website. The PTSA increased their social media presence. Parent involvement channels (PTSA, Arts Angels, ABC, TSF, Coffee with Counselors, SSC) sustained their participation. PTSA and other support groups remain active, albeit with shifted priorities or responsibilities.

SOCIAL EMOTIONAL: This was our first year with One on Campus. PTSA Supported Mindfulness programs including weekly mindfulness moments, two staff trainings, support period and lunch time student events, and evening parent and student events at the Mindry. The Arts Angels Booster Club also worked to install a mural on the MDF building. The Wellness Center at the Boys and Girls Club continues to be a vital resource to students and families.

STUDENT PROGRAMS: Pep-rallies/assemblies/ASB activities, variety of extra-curricular opportunities, co-curricular activities (VAPA, Film, Robotics) and Athletics all continued. Model UN, Mock trial had a lot of success this year. There was an attempt to revive the drumline program. A large amount of students were active in Zamni Club and other service clubs. 2 students participated in a Mending Kids Mission and shared their experience with students and staff. Assemblies this year included Jesse Billauer (Character), Congressman Brad Sherman (Educational), Safe On PCH Week Screenings of 21 Miles, Impact Teen Driving Assembly Program. All grade 9 students continued to be trained in CPR in Freshman Seminar.

PTSA continue to support Reflections and with Arts Angels support, the arts, music, theater, film continue to be signature programs. In addition to Reflections, the Mindfulness Program, they continue to support Red Ribbon week and a focus on health/safety, library programs, counseling programs, college and career programming, and this year a Malibu is Reading Literacy Initiative. The Athletics Booster Club and The Shark Fund secured funding to start a Weight Room Project,

improving that area. A Malibu Middle School Athletics program also began this school year. College and career counseling programs, focused on “fit” and parent and student education opportunities to explore wide range of post-secondary options and address student/parent pressure during college admissions process occurred. The Community Service Program Coordinator facilitated the CSL Faculty Project.

BGC Malibu Third Space, a storefront in Malibu, focused on social entrepreneurship opened. Many students have participated in various projects and skill development including sales, marketing, design, manufacturing. One specific project launched in the spring was the 1 in 5 clothing line, focused on suicide prevention.

Department Specific: Some of the progress reported this year included: World Languages: Organized the exhibition World Language Day. Culture week shifted to more of a learn by doing and shared experience activity instead of an exhibition of learning. The week included active learning, cooperation, research/investigation, and problem solving. Math increased the number of performance tasks that students engaged with. Science committed to giving at least one project to each class with real world application. They also incorporated activities, including labs, with a basis in inquiry as well as critical thinking and problem solving. VAPA continued to have student products part of community and organized a number of performances for a public audience.

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

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

RELEVANCY: We need to continue to create conditions that allow teachers and departments to innovate including increased projects, exhibitions of learning, industry experts, and field trips. Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application is needed and may require outside expertise. We would like to explore CTE certification and credentialing in visual and/or digital arts. As our enrollment continues to decline, a challenging master schedule has become even more challenging. The previous constraints made the piloted integrated labs not sustainable and prevent academy and pathway models. It has also led to multiple levels within once section (ie: physics, engineering, film, broadcast, journalism, creative writing, digital design, arts).

STUDENT VOICE: A good portion of our staff have completed the level 1, 2, or 3 trainings restorative justice trainings. However, additional staff needs to be trained to help implement restorative practices and community building routines across all classrooms and schoolwide. A previous attempt to do some foundational training within our professional development calendar was not successful. We have also previously suggested doing a two-day level 1 cohort training here in Malibu to help incentivize teachers to participate.

COMMUNICATION & CUSTOMER SERVICE: Ongoing construction for Phase 1 of the new high school building is progressing with anticipated completion in October, 25.

DEPARTMENT SPECIFIC ACTIONS: World Language is working to co design and implement a three week PBL unit using a design thinking model with an opportunity to share projects by the end of the unit. Math will continue to focus on performance tasks. Science will continue to co-design

activities, including labs, with a basis in inquiry. They remain committed to facilitating at least one project as a guiding task in each course.

Note: We are awaiting approval of the city of Malibu Library Set aside Funds: Copiers, databases (IXL not renewed due to usage), Enriching Students, Turn it In. If not approved will shift formula funds and PTSA funds.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$158,982.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Site Formula Funds	\$131,982.00
Stretch Grant (Ed Foundation)	\$27,000.00

Subtotal of state or local funds included for this school: \$158,982.00

Total of federal, state, and/or local funds for this school: \$158,982.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,735.22	1,735.22
Title II (Teacher Improvement)		
Site Formula Funds	131982.00	0.00
Stretch Grant (Ed Foundation)	27000.00	0.00
Parent-Teacher Association (PTA)		

School Site Council Membership

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

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

Name of Members	Role
Patrick Miller	Principal
Sean Ryan	Classroom Teacher
Makenna Samsel	Classroom Teacher
Jennifer Gonzalez	Classroom Teacher
Elissa Marshall	
Loan Kim	Parent or Community Member
Soniya Perl	Parent or Community Member
Kellye McKinna	Parent or Community Member
Shane Perl	Secondary Student
Aaron Weiss	Secondary Student
Alex Aspron Ladesich	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name


Other: SLT/Department Chair, PTSA, SSC serves as ELAC

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2024.

Attested:



Principal, Patrick Miller on May 16, 2024

SSC Chairperson, Sean Ryan on May 16 2024

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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



Santa Monica-Malibu Unified School District
Educational Services Department
Malibu High School

PARENT AND FAMILY ENGAGEMENT POLICY

Malibu High School has developed a written parent and family engagement policy with input from parents.

Malibu High School does not receive Title 1 Funds. However, in accordance with SMMUSD Board Policy, Malibu High School has developed a written parent and family engagement policy with input from various parent, booster, and stakeholder groups including PTSA, SSC, Arts Angels, The Shark Fund, and Athletics Booster Club. The initial development of the policy included input from these groups during the Spring of 2023 and Fall of 2023. Parent groups will annually be able to give input into the policy during an annual SSC meeting in the spring, and the plan will be adopted by the SSC as part of the annual SPSA approval process.

It has distributed the policy to all parents and guardians.

After the policy is finalized in Fall, 2023 it will be shared with families on the school website and in direct messaging/parent bulletin. In addition, in future years:

The draft policy will be shared as part of an annual SSC meeting agenda and updated with the input of parents and parent groups. The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

The policy will be reviewed and adopted by the SSC in conjunction with the SPSA.

The policy will be posted on the website.

The policy will be available in the school office.

The policy will be part of the annual required forms and data confirmation process (2024-2025)

The policy will be available in Spanish. It is available in other languages via technology applications, and support is available from the Bilingual Community Liaison.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

This meeting date will be determined by the SSC and occur as an agenda item at a Fall (September/October) meeting.

The meeting will be advertised in our weekly parent bulletin and on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

All parents and family members are encouraged to take an active role in the school community by participating in site decision making councils, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities. The primary parent and booster groups for Malibu High School include:

School Site Council: The School Site Council meets the third Thursday of each month. Currently, most of the SSC meetings are virtual from 3:45-5:00pm. The SSC is governed by the Greene Act and notice of each meeting is posted on the school website and in the weekly bulletin 72 hours in advance.

PTSA: The PTSA Executive Board meets monthly, often the second Thursday of each month at 9:00am in a hybrid fashion. There are 6 General PTSA meetings that occur at 9:00am and are currently offered in a hybrid format. The PTSA organizes a number of parent education events that are included as part of the general meetings in the morning or stand-alone evening workshops.

Spanish Speaking Parent Group: This group is a new group who are still working on developing their annual calendar.

Arts Angels: The Arts Angels Meetings typically occur in person on the third Thursday of each month at 9:00am. Arts Angels works with staff on a number of concerts and performances which occur in the evening.

Athletics Booster Club: The ABC meets in person typically the second Friday of each month at 9:00am. They support all athletics events which occur in the afternoons and evenings.

The Shark Fund: Board and Needs Assessment Committee: The Shark Fund Board meets monthly on the second Friday of the month at 8:30. The NAC meets quarterly on the third Friday of the month.

MSLC: Meetings occur monthly at 9:00am virtually.

Additional District and Site Committee: M-FDAC, SEDAC: Each group meets according to its meeting calendar.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The main governance channel is the School Site Council (SSC). However, PTSA solicits questions from parents at their meetings as well including a Q and A submission process. The SSC includes a PTSA liaison to ensure connection between the two groups.

SSC meetings are open to all parents and members of the public and allow parents to plan, review, and improve school programs.

In addition, there are a variety of parent surveys at the site and district level throughout the year to allow for parent input into a variety of school programs.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

There are a number of communication channels in place to share information about programs, events, and activities. These include:

Website: School (www.malibu.smmusd.org) and District (www.smmusd.org)

Monday Message: A weekly compiled parent bulletin that is sent as a stand alone message and is available on the website.

Blackboard: Targeted Messages by email, phone, and text (emergency only) are regularly sent.

Social Media: The district is active on most social media platforms using moniker: smmusd, malibupathway. The site is active on X: @malibuprincipal and on Facebook: Malibu High School

Parent Group Channels: The PTSA and Arts Angels each sends a newsletter regularly through Constant Contact. All parent groups also have a visible presence on social media.

Annual Required Forms/Handbooks: This annual process which includes all annual authorizations now occurs through the Aeries Parent Portal.

District Newsletter: The school district sends out press releases and a newsletter titled The Wave. They also have a phone app and platform called Lets Talk.

PeachJar Flyer Distribution: The school district uses Peachjar for all flyer distribution of school programs and community partner programs.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Course Syllabi: Each teacher provides an annual syllabi which is also reviewed at Back to School Night. Teachers are expected to include power standards to be learned, classroom expectations, grading procedures and other information that they feel students and parents need to know about your course.

Website/Course Catalog: Each course description is included in a course catalog housed on our website under the Departments tab.

Learning Exhibitions: Throughout the year, various courses invite parents to see various learning exhibitions. Some examples recently have included: World Language Day, Culture Week, History Day, Annual Boat Races.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Staff Communication: Parents are encouraged to contact the course teacher or person most responsible depending on the nature of the request. There is a districtwide communication protocol that is shared with staff. The expectation is that staff respond to parent communication within 24 hours. Each staff communicates their preferred communication method. However, parents who have ideas on decisions relating to the education of their child(ren). have the ability to email, call using classroom phone extensions and schedule to meet in person with staff. All required notifications including for surveys, CHYA, and assessment measures are given with information and notice provided to parents so they can make timely decisions on their children's education.

Conferences: Unlike elementary school, there are no formal conferences for all students. However, conferencing does occur throughout the year and can be the result of a request by the parent, teacher, and/or counselor.

SST: After informal conferencing, if concerns persist, there is a formal conferencing opportunity call Student Success Team which allows the parent and student's team to discuss interventions and supports.

504/IEP: If qualified, students on a section 504 plan have an annual review meeting or meet upon request of staff or parent. If qualified, students on an IEP plan have an annual review meeting, a triennial meeting with complete assessment, or meet upon request of staff or parent.

Observations: The site and school district do have a protocol in place to facilitate parent observations. These are scheduled in advance, typically for 20-30 minutes in the course of greatest concern or desire, and accompanied by school staff.

Surveys: There are a variety of parent surveys at the site and district level throughout the year to allow for parent input into a variety of school programs.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Aeries Parent Portal: All parents have access to the Aeries parent portal to monitor students attendance and student performance in each course through the online gradebooks. Teachers are asked to update the electronic gradebook within 2 weeks.

Course Syllabi: Each teacher provides an annual syllabi which is also reviewed at Back to School Night. Teachers are expected to include power standards to be learned, classroom expectations, grading procedures and other information that they feel students and parents need to know about your course.

Progress Reports/Report Cards: The school district no longer mails paper copies of progress reports and report cards. However, parents can access and download a PDF of progress reports at the end of the first, second, fourth, and fifth grading periods. Report cards are available for the third and sixth grading period which correspond to the end of each semester. These fall and semester grades are the only marks listed on a student's transcript.

Assessment Continuum Reports: Throughout the year, students complete various local and state assessments. Corresponding score reports are mailed home to parents. These include specific information for StarRen (Reading and Math), CAASPP Interim and Summative (Math and ELA), CAST (Science), ELPAC Initial and Summative

Reclassification Process: For English Learners, parents are involved in a conference and receive written input from teachers in addition to the testing results to determine reclassification as English fluent proficient.

A2A: The school district contracts with SIA to send all notices regarding attendance and truancy through the Attention to Attendance Program (A2A). As part of those procedures, there is a required conference after a student is defined as truant or is excessively absent.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Teacher Google Classroom: Each teacher creates a Google Classroom for each class they teach. As part of that Google Classroom, they dedicate space to post (or write) due dates for short and long term assignments and special projects, dedicate space for posting announcements and information important to students, and dedicate space to post future items that are duration specific. Most course reference materials, assignments, and other key information can be found in Google Classroom.

PTSA Parent Education: The PTSA organizes a number of parent education events that are included as part of the general meetings in the morning or stand-alone evening workshops. Recent topics have included: the parent/teen relationship, drug trends, impact of social media on adolescents.

BGC Malibu Parent Education: The Wellness Center organizes a number of parent education events that are stand-alone events pertaining to social emotional well being.

Coffee with the Counselors: Coffee with the Counselors is a monthly in person parent education opportunity largely focused on success in high school, post secondary plans and goals including college admissions process, and student well-being. These events are coordinated by the school counseling office in conjunction with the PTSA.

College Nights: The College and Career Counselor organizes a number of evening College Nights as well as a College Fair during the school day. Each college night provides current information to parents from grade 9-12 about preparing for and navigating the college admissions process.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Staff Training: The PTSA is invited to the August Staff Meeting and additional staff trainings throughout the year to discuss the home and school partnership.

Staff Bulletin: In addition, staff receives information about the important of parents as equal partners in the annual Opening Day Staff Packets and ongoing throughout the year in the Staff Bulletin. All staff is encouraged to become members of the PTSA as well.

District Communication Protocol: There is a districtwide communication protocol that is shared with staff. The expectation is that staff respond to parent communication within 24 hours. Each staff communicates their preferred communication method. However, parents who have ideas on decisions relating to the education of their child(ren). have the ability to email, call using classroom phone extensions and schedule to meet in person with staff.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Volunteerism/PTSA Friendly Faces: The PTSA sponsors a school day volunteer program called Friendly Faces. Vision: "On our campus, a committed community of parents, relatives and other caring adults help maintain a highly energized yet peaceful and safe learning atmosphere. By being visible to students in a friendly, relaxed manner and greeting students with a smile, the adults establish a presence that encourages uplifting habits and helps deter disruptive behavior. These adults are parents, who are willing to volunteer their time to increase the peacefulness and safety of the school. As they move about the campus, ever watchful of the places students congregate (breezeways, restrooms, eating areas, athletic fields, secluded areas), they are always helpful, positive, and friendly. Friendly Faces also help greet, answer phones, check in guests and students at the front desk." In addition, periodically teachers request volunteers for specific classroom activities. A number of volunteer trainings occur each fall to "clear" level 1 volunteers for these purposes.

Volunteerism/Events: Most volunteerism at the secondary level occur through events. Athletics events, music and theater events, school events (ie: college nights, Coffee with Counselors, assemblies) require the heavy lifting of many volunteers.

Volunteerism/Support Period and Field Trips: Various parents have helped provide enrichment opportunities during the student support period. Parents are also often needed to chaperone off campus field trips.

Back to School Night: Back to School Night is our opportunity to share our expectations of your student and for you to know what to expect from us as partners in your student's learning.

Open House: Open House is a more informal night that serves as a showcase of the work accomplished during the school year and the variety of academic programs offered.

Bilingual Community Liaison: The school district employs a bilingual community liaison as link between the school, parents, and community resources.

BGC Wellness Center: There is an on campus Wellness Center in partnership between the school, district, and Boys and Girls Club. The Boys & Girls Club of Malibu Wellness Center is a dedicated, trauma-informed entity to provide direct client services, work alongside schools, faith-based organizations, and government agencies to achieve improved mental health in Malibu and beyond.

BGC Teen Center: There is an on campus Teen Center. The Boys & Girls Club of Malibu Teen Center is referred to as a second home by our members. The Teen Center provides a safe, fun, and stimulating environment where teens can spend time with their peers and receive positive mentorship. Through targeted core programs, teens learn, and are encouraged to explore important life skills, such as: leadership, job readiness, community service & good will, health & wellness, creativity, and much more!

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

School information and reports are provided in a clear, understandable format that is accessible to families.

The weekly Monday Message newsletter is translated and available in Spanish. Information can be made available in other languages via technology applications or translation support through the district office, and support is available from the Bilingual Community Liaison.

Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently, no language other than English falls into this category. However, MHS offers oral Spanish interpretation at meetings and interpreters of other languages are available upon request.

The school provides support for parental involvement activities requested by parents.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Malibu High School on May 16, 2024 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students on, or before: October 30, 2024.

Name of Authorized Official: Patrick Miller

Signature of Authorized Official here:

Date Approved: May 16, 2024

A handwritten signature in blue ink, appearing to read "Patrick J. Miller". The signature is fluid and cursive, with the first name "Patrick" being more legible than the last name "Miller".



Santa Monica-Malibu Unified School District
Educational Services Department
Malibu High School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024-2025

Malibu High School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Curriculum/Instruction: Malibu High School is a college preparatory grades 9-12 high school. We employ a highly qualified staff and benefit from strong parent partnerships. Malibu High uses the district adopted, guaranteed viable curriculum in a college preparatory environment. MHS offers 17 Advanced Placement Course (AP, CollegeBoard). The arts, visual and performing, including film and music have historically been our signature programs.

Climate: There are a variety of parent surveys at the site and district level throughout the year to allow for parent input into a variety of school programs and climate. In addition, students complete an engagement/climate survey and the CA Healthy Kids Survey. The PTSA sponsors a school day volunteer program called Friendly Faces. Vision: "On our campus, a committed community of parents, relatives and other caring adults help maintain a highly energized yet peaceful and safe learning atmosphere. By being visible to students in a friendly, relaxed manner and greeting students with a smile, the adults establish a presence that encourages uplifting habits and helps deter disruptive behavior. These adults are parents, who are willing to volunteer their time to increase the peacefulness and safety of the school. As they move about the campus, ever watchful of the places students congregate (breezeways, restrooms, eating areas, athletic

fields, secluded areas), they are always helpful, positive, and friendly. Friendly Faces also help greet, answer phones, check in guests and students at the front desk."

High Academic Standards: The main governance channel is the School Site Council (SSC). The SSC is a group of teachers, parents, students and staff who work together on long -range school improvement planning. Their goals are to ensure high academic performance of all students, implementing and monitoring the School Plan for Student Achievement and to serve as an open forum for discussion, planning and implementation regarding issues important to the Malibu High community.

Conferences: Unlike elementary school, there are no formal conferences for all students. However, conferencing does occur throughout the year and can be the result of a request by the parent, teacher, and/or counselor. After informal conferencing, if concerns persist, there is a formal conferencing opportunity call Student Success Team which allows the parent and student's team to discuss interventions and supports. If qualified, students on a section 504 plan have an annual review meeting or meet upon request of staff or parent. If qualified, students on an IEP plan have an annual review meeting, a triennial meeting with complete assessment, or meet upon request of staff or parent.

Reports on Student Progress: Student work samples are often returned to students or kept and available for parents to access. All parents have access to the Aeries parent portal to monitor students attendance and student performance in each course through the online gradebooks. Teachers are asked to update the electronic gradebook within 2 weeks. The school district no longer mails paper copies of progress reports and report cards. However, parents can access and download a PDF of progress reports at the end of the first, second, fourth, and fifth grading periods. Report cards are available for the third and sixth grading period which correspond to the end of each semester. These fall and semester grades are the only marks listed on a student's transcript.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Website/Course Catalog: Each course description is included in a course catalog housed on our website under the Departments tab.

Course Syllabi: Each teacher provides an annual syllabi which is also reviewed at Back to School Night. Teachers are expected to include power standards to be learned, classroom expectations, grading procedures and other information that they feel students and parents need to know about your course.

Back to School Night: Back to School Night is our opportunity to share our expectations of your student and for you to know what to expect from us as partners in your student's learning.

Teacher Use of Google Classroom: Each teacher creates a Google Classroom for each class they teach. As part of that Google Classroom, they dedicate space to post (or write) due dates for short and long term assignments and special projects, dedicate space for posting announcements and information important to students, and dedicate space to post future items that are duration specific. Most course reference materials, assignments, and other key information can be found in Google Classroom.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

PTSA Parent Education: The PTSA organizes a number of parent education events that are included as part of the general meetings in the morning or stand-alone evening workshops. Recent topics have included: the parent/teen relationship, drug trends, impact of social media on adolescents.

BGC Malibu Parent Education: The Wellness Center organizes a number of parent education events that are stand-alone events pertaining to social emotional well being.

Coffee with the Counselor: Coffee with the Counselors is a monthly in person parent education opportunity largely focused on success in high school, post secondary plans and goals including college admissions process, and student well-being. These events are coordinated by the school counseling office in conjunction with the PTSA.

College Nights: The College and Career Counselor organizes a number of evening College Nights as well as a College Fair during the school day. Each college night provides current information to parents from grade 9-12 about preparing for and navigating the college admissions process.

Reclassification Process: For English Learners, parents are involved in a conference and receive written input from teachers in addition to the testing results to determine reclassification as English fluent proficient.

A2A: The school district contracts with SIA to send all notices regarding attendance and truancy through the Attention to Attendance Program (A2A). As part of those procedures, there is a required conference after a student is defined as truant or is excessively absent.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Staff News and Notes: Staff receives information about the important of parents as equal partners in the annual Opening Day Staff Packets and ongoing throughout the year in the Staff Bulletin.

Staff Training: The PTSA is invited to the August Staff Meeting and additional staff trainings throughout the year to discuss the home and school partnership. The PTSA also sponsors and is present at a number of luncheons. All staff is encouraged to join as active members of the PTSA.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Volunteerism/Events: Most volunteerism at the secondary level occur through events. Athletics events, music and theater events, school events (ie: college nights, Coffee with Counselors, assemblies) require the heavy lifting of many volunteers. Various parents have helped provide enrichment opportunities during the student support period. Parents are also often needed to chaperone off campus field trips. The PTSA sponsors a school day volunteer program called Friendly Faces. Vision: "On our campus, a committed community of parents, relatives and other caring adults help maintain a highly energized yet peaceful and safe learning atmosphere. By being visible to students in a friendly, relaxed manner and greeting students with a smile, the adults establish a presence that encourages uplifting habits and helps deter disruptive behavior. These adults are parents, who are willing to volunteer their time to increase the peacefulness and safety of the school. As they move about the campus, ever watchful of the places students congregate (breezeways, restrooms, eating areas, athletic fields, secluded areas), they are always helpful, positive, and friendly. Friendly Faces also help greet, answer phones, check in guests and students at the front desk."

Back to School Night: Back to School Night is our opportunity to share our expectations of your student and for you to know what to expect from us as partners in your student's learning.

Open House: Open House is a more informal night that serves as a showcase of the work accomplished during the school year and the variety of academic programs offered.

Bilingual Community Liaison: The school district employs a bilingual community liaison as link between the school, parents, and community resources.

BGC Wellness Center: There is an on campus Wellness Center in partnership between the school, district, and Boys and Girls Club. The Boys & Girls Club of Malibu Wellness Center is a dedicated, trauma-informed entity to provide direct client services, work alongside schools, faith-based organizations, and government agencies to achieve improved mental health in Malibu and beyond.

BGC Teen Center: There is an on campus Teen Center. The Boys & Girls Club of Malibu Teen Center is referred to as a second home by our members. The Teen Center provides a safe, fun, and stimulating environment where teens can spend time with their peers and receive positive mentorship. Through targeted core programs, teens learn, and are encouraged to explore important life skills, such as: leadership, job readiness, community service & good will, health & wellness, creativity, and much more!

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

Website: School (www.malibu.smmusd.org) and District (www.smmusd.org)

Monday Message: A weekly compiled parent bulletin that is sent as a stand alone message and is available on the website.

Blackboard: Targeted Messages by email, phone, and text (emergency only) are regularly sent.

Social Media: The district is active on most social media platforms using moniker: smmusd, malibupathway. The site is active on X: @malibuprincipal and on Facebook: Malibu High School

Parent Group Channels: The PTSA and Arts Angels each sends a newsletter regularly through Constant Contact. All parent groups also have a visible presence on social media.

Annual Required Forms/Handbooks: This annual process which includes all annual authorizations now occurs through the Aeries Parent Portal.

District Newsletter: The school district sends out press releases and a newsletter titled The Wave. They also have a phone app and platform called Lets Talk.

PeachJar Flyer Distribution: The school district uses Peachjar for all flyer distribution of school programs and community partner programs.

The weekly Monday Message newsletter is translated and available in Spanish. Information can be made available in other languages via technology applications or translation support through the district office, and support is available from the Bilingual Community Liaison.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

All parents and family members are encouraged to take an active role in the school community by participating in site decision making councils, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities. The primary parent and booster groups for Malibu High School include:

School Site Council: The School Site Council meets the third Thursday of each month. Currently, most of the SSC meetings are virtual from 3:45-5:00pm. The SSC is governed by the Greene Act and notice of each meeting is posted on the school website and in the weekly bulletin 72 hours in advance.

PTSA: The PTSA Executive Board meets monthly, often the second Thursday of each month at 9:00am in a hybrid fashion. There are 6 General PTSA meetings that occur at 9:00am and are currently offered in a hybrid format. The PTSA organizes a number of parent education events that are included as part of the general meetings in the morning or stand-alone evening workshops.

Spanish Speaking Parent Group: This group is a new group who are still working on developing their annual calendar.

Arts Angels: The Arts Angels Meetings typically occur in person on the third Thursday of each month at 9:00am. Arts Angels works with staff on a number of concerts and performances which occur in the evening.

Athletics Booster Club: The ABC meets in person typically the second Friday of each month at 9:00am. They support all athletics events which occur in the afternoons and evenings.

The Shark Fund: Board and Needs Assessment Committee: The Shark Fund Board meets monthly on the second Friday of the month at 8:30. The NAC meets quarterly on the third Friday of the month.

MSLC: Meetings occur monthly at 9:00am virtually.

Additional District and Site Committee: M-FDAC, SEDAC: Each group meets according to its meeting calendar.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

Spanish translation is available on site as needed through our Bilingual Community Liaison.

Additional interpreters and translators are available for IEP meetings or through the district office.

Websites, newsletters and messages can be translated using digital tools including Google.

The website and our school facility is ADA compliant.

Malibu High provides information in English and Spanish and if interpretation in another language is needed at a meeting, arrangements are made for it to be provided.

This Compact was adopted by the Malibu High School on May 16, 2024, and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30, 2024.

Name of Authorized Official: Patrick Miller

Signature of Authorized Official here:

Date Approved: May 16, 2024

