



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu Middle School	19-64980-0139311	x	x

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Malibu Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
Surveys	5
Classroom Observations.....	7
Analysis of Current Instructional Program.....	7
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
California School Dashboard	21
Overall Performance	23
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	39
Goal 3.....	41
Goal 4.....	43
Goal 5.....	44
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan.....	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	47
Expenditures by Budget Reference and Funding Source	47
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Appendix A: Plan Requirements	57

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements60
Appendix C: Select State and Federal Programs63

Plan Description

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

This plan is being used by Malibu Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified.

The 2023-2024 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All students will be college and career ready through socially just pathways rooted in curiosity, belonging and empowerment (1,2, 4, 7,8)

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

Goal 3: All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning (1,3, 5, 6)

Malibu Middle School does not receive Title 1 funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Review and Approval-5/19/2022

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

Additional compensation for department/core collaboration will be provided through extra hourly or sub coverage. Teachers want to incorporate PBL and cross-curricular projects. Additional training in these areas is needed to address the schoolwide areas of growth identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Surveys

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

In Spring 2021, a school culture and climate survey was administered to students, staff and parents (n=235). 84% of students either strongly agreed (38%) or agreed (46%) that they like Malibu Middle School. 5% disagree or strongly disagree with the remaining students being neutral. 67% of students report that they learn a lot in their classes while only 37% of students feel that their schoolwork relates to the outside world. 72% of students report that the school develops their critical thinking skills and 71% listening skills. Only 43% of students report that the school develops skills for managing emotions. 90% of students feel that their teachers want them to succeed and 83% reported that their teachers provide extra support. 85% of students said, with race and ethnicity in mind, they feel welcome at school and 84% said they feel included. 15% of students reports experiencing racism/discrimination at school. Of the parents who responded, 75% agree or strongly agree that they like Malibu Middle School. 85% of parents said they feel Malibu Middle School encourages their child to do their best at school. 75% of parents feel that staff members engage with parents and respond to questions/concerns. 50% of parents feel that staff provide resources to help their kids, communicate with them regarding their child's behavior and academics. 83% of parents feel the school encourages them to volunteer and 67% of parents feel their input is taken into consideration to improve instruction. No staff data was reported.

Previously, a student engagement survey was administered during the 2019-2020 school year to grade 6 (109 students participated) and grade 8 (90 students participated). 62% of students reported that generally they like school almost always, always, or often. This is up from 55% in 2018-2019 and 57% in 2017-2018. 87% of students agree or strongly agree that they try their best in school. Overall engagement score which factors in all engagement questions for 2019-2020 reported 80%. 78% of students feel accepted in the school. Highest ranking indicators are I am nice to my teachers at 99% and I am nice to my classmates at 98%. The lowest ranking indicators were I share my ideas to make this school better at 68% and I encourage other students to get involved in school and activities at 61%.

A school climate survey was administered during the 2018-2019 school year by staff soliciting feedback on academic support, student support, school leadership, faculty relations and supports, family involvement, safety and behaviors. 100% of staff report there is an adult kids can go to for help with a personal item. 97% report the same for a school item. 93% feel students are challenged by their schoolwork. 93% feel families are informed and encouraged to attend school sponsored activities. However, only 40% are aware of safety and security procedures, 34% say the school offers a variety of activities and courses, 33% say administrators are available if they have a concern, 33% report administrators communicate the schools mission and vision, and 33% say administrators provide useful feedback about their work. No similar survey was administered in 2019-2020.

The CA Healthy Kids Survey was not administered during the 2020-2021 school year due to school closures. It was given to students in grades 7 and to parents in grade 6-8 in 2019-2020. However, sites have only received information from the parent and staff survey and not the student survey as of this time.

Parents (sample size 71) results showed:

With regards to parental involvement- 79% of parents agreed or strongly agreed that the school encourages me to be an active partner with the school in educating their child; 83% agree or strongly agree that the school staff treats parents with respect; 82% agree or strongly agree that school staff are helpful to parents; and 97% of parents have attended a general school meeting; 83% agree or strongly agree that the school keeps them well informed about school activities.

With regards to student learning environment- 82% of parents agree or strongly agree that the school has adults who really care about students; 83% of parents agree or strongly agree that school is a safe place for students

Staff (sample size 19) results showed:

With regards to student learning environment- 100% of staff agree or strongly agree that the school is a supportive and inviting place for students to learn; 86% agree or strongly agree that the school promotes academic success for all students; 93% of staff agree or strongly agree that the school sets high standards for academic performance for all students

The summary from the 2018-2019 student administration of key indicators in Grade 7 shows 67% agree/strongly agree in regards to school connectedness, 73% in regards to academic motivation, 3% chronically truant, 67% caring adult relationships, 75% high expectations, 29% meaningful participation, 29% facilities upkeep, and 48% parental involvement. 66% perceive school as safe, 23% experienced harassment or bullying, 39% had mean rumors or lies spread, 10% been afraid to be beaten up, 16% been in physical fight an 4% seen weapon on campus. 3% report current alcohol use in last 30 days, 0% marijuana use, 0% binge drinking in last 30 days. 0% report being drunk or high at school 7 or more times ever and 0% at least once. 0% report cigarette use in last 30 days, and 0% report e-cigarette use. 33% have experience chronic sadness/hopelessness and 10% considered suicide.

The OLWEUS student perception survey on school climate and bullying behaviors was not administered during the 2018-2019, 2019-2020 or 2020-2021 school year due to school closures. However, results from the 2017-2018 and the 2016-2017 school year were reviewed. The survey summary data includes students in grades 6-12 with 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 report 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.

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

2023-2024 CAASPP SUMMATIVE DATA:

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

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

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

CAASPP was not administered in 2019-2020 or 2020-2021 due to school closures.

2018-2019 CAASPP Data:

58% of all students met/exceeded standard in mathematics
42% did not meet or nearly met standard in mathematics.

72% of all students met or exceed standard in English Language Arts
28% did not meet or nearly met standard in ELA

Interim assessments in ELA and Math were administered. Fastbridge and STAR Renaissance were also administered. Student data was provided to staff and reviewed in departments. Teachers were subbed out to collectively score the IAB writing sections.

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

Malibu Middle School created an SLT (separate from the high school for the first time) in 2019-2020. Using data and survey results, our focus was determined to be:

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

The goal of the SLT is to:

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

For the 2019-2020 school year, the SLT team determined that the focus would shift to all Distance Learning and integrating technology across all classrooms.

For the 2020-2021 school year, the SLT determined that the focus would remain on providing a rigorous Distance Learning program.

For 2021-2022, the SLT determined that while continuing to work on effective communication and PBL, staff would also focus on students mental health, well being, and inclusiveness at school.

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

SMART GOALS:

SPSA Goal 1: College/Career Readiness

Goal 1: 65% of students meet/exceed state standards as measured by CAASPP Math (No data in 19-20 or 20-21) (58% in 18-19)

Goal 2: 80% of students meet/exceed state standards as measured by CAASPP ELA (No data in 19-20 or 20-21) (72% 18-19)

SPSA Goal 2: English Language Development

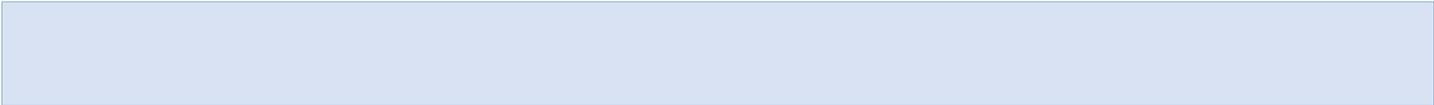
Goal 1: 90% of EL students will improve 1 or more levels as measured by ELPAC overall or remain at level 4 as measured by ELPAC overall.

Goal 2: 36% (5/14 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input.

School Goal 3: School Climate

Goal 1: 65% of students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement) (20-21 84%, 19-20 62%, 18-19 55%, 6-12 42.2% in 17-18, 42.6% in 16-17)

Goal 2: 75% of students will report that they believe MMS is an inclusive community as measured by student survey



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Malibu Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.37%	0%	0.81%	1	0	2
African American	1.87%	1.57%	2.43%	5	4	6
Asian	1.87%	3.14%	4.05%	5	8	10
Filipino	0.75%	0.78%	1.21%	2	2	3
Hispanic/Latino	16.10%	14.12%	12.55%	43	36	31
Pacific Islander	%	0%	%		0	
White	73.03%	76.08%	75.30%	195	194	186
Two or More Races	5.99%	4.31%	3.24%	16	11	8
Not Reported	%	0%	0.40%		0	
Total Enrollment				267	255	247

Enrollment By Grade Level

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

Conclusions based on this data:

1. Malibu High and Malibu Middle school separation impacts total enrollment from 18-19 to 19-20.
2. Number of incoming students coming from elementary feeder school is decreasing year after year.
3. Long-term projections from decision insight reinforce this for future years based on community demographics and factors.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	16	18	11	7.10%	6.0%	4.5%
Fluent English Proficient (FEP)	32	25	31	8.00%	12.0%	12.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	76	93	74	71	90	71	70	90	71	93.4	96.8	95.9
Grade 7	87	75	100	83	70	99	83	70	99	95.4	93.3	99
Grade 8	109	86	78	107	78	73	107	78	73	98.2	90.7	93.6
All Grades	272	254	252	261	238	243	260	238	243	96.0	93.7	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2566.	2542.	2578.	28.57	20.00	26.76	48.57	37.78	47.89	12.86	23.33	19.72	10.00	18.89	5.63
Grade 7	2602.	2573.	2590.	27.71	22.86	27.27	48.19	40.00	40.40	15.66	21.43	21.21	8.43	15.71	11.11
Grade 8	2620.	2607.	2607.	28.97	34.62	26.03	51.40	30.77	38.36	11.21	23.08	27.40	8.41	11.54	8.22
All Grades	N/A	N/A	N/A	28.46	25.63	26.75	49.62	36.13	41.98	13.08	22.69	22.63	8.85	15.55	8.64

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	35.71	24.44	25.35	51.43	58.89	66.20	12.86	16.67	8.45	
Grade 7	31.71	21.43	22.22	60.98	65.71	65.66	7.32	12.86	12.12	
Grade 8	37.38	24.36	30.14	54.21	66.67	58.90	8.41	8.97	10.96	
All Grades	35.14	23.53	25.51	55.60	63.45	63.79	9.27	13.03	10.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.00	15.56	21.13	68.57	57.78	67.61	11.43	26.67	11.27
Grade 7	34.15	27.14	32.32	58.54	57.14	54.55	7.32	15.71	13.13
Grade 8	33.64	24.36	26.03	57.01	56.41	60.27	9.35	19.23	13.70
All Grades	30.12	21.85	27.16	60.62	57.14	60.08	9.27	21.01	12.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.00	17.78	21.13	77.14	76.67	74.65	2.86	5.56	4.23
Grade 7	13.41	15.71	19.19	82.93	77.14	70.71	3.66	7.14	10.10
Grade 8	27.10	26.92	16.44	71.03	69.23	79.45	1.87	3.85	4.11
All Grades	20.85	20.17	18.93	76.45	74.37	74.49	2.70	5.46	6.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.57	18.89	30.99	64.29	68.89	61.97	7.14	12.22	7.04
Grade 7	37.35	25.71	32.32	56.63	62.86	61.62	6.02	11.43	6.06
Grade 8	31.78	41.03	26.03	60.75	52.56	67.12	7.48	6.41	6.85
All Grades	32.69	28.15	30.04	60.38	61.76	63.37	6.92	10.08	6.58

Conclusions based on this data:

1. Reading, Listening and Research proficiencies are high
2. Writing proficiency needs attention for grades 6 (26% not met standard), grade 7 (15% not met standard) and grade 8 (19% not met standard)
3. In post pandemic academic study, reading and listening proficiency remain high, while writing proficiency needs to be attended to by all teachers across the subjects.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	76	93	74	72	91	71	72	91	71	94.7	97.8	95.9
Grade 7	87	75	100	82	70	99	82	70	99	94.3	93.3	99
Grade 8	109	86	78	105	74	71	105	74	70	96.3	86.0	91
All Grades	272	254	252	259	235	241	259	235	240	95.2	92.5	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2546.	2542.	2560.	31.94	25.27	32.39	22.22	23.08	19.72	23.61	29.67	32.39	22.22	21.98	15.49
Grade 7	2552.	2565.	2572.	24.39	27.14	27.27	24.39	30.00	31.31	28.05	17.14	21.21	23.17	25.71	20.20
Grade 8	2580.	2567.	2576.	30.48	28.38	32.86	20.95	18.92	10.00	24.76	20.27	25.71	23.81	32.43	31.43
Grade 11															
All Grades	N/A	N/A	N/A	28.96	26.81	30.42	22.39	23.83	21.67	25.48	22.98	25.83	23.17	26.38	22.08

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	27.78	18.68	25.35	54.17	59.34	59.15	18.06	21.98	15.49
Grade 7	29.27	34.29	20.20	42.68	35.71	60.61	28.05	30.00	19.19
Grade 8	26.67	27.03	31.43	51.43	39.19	41.43	21.90	33.78	27.14
Grade 11									
All Grades	27.80	25.96	25.00	49.42	45.96	54.58	22.78	28.09	20.42

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.44	19.78	23.94	54.17	59.34	59.15	26.39	20.88	16.90
Grade 7	18.29	27.14	29.29	63.41	54.29	53.54	18.29	18.57	17.17
Grade 8	28.57	22.97	22.86	49.52	62.16	54.29	21.90	14.86	22.86
All Grades	22.78	22.98	25.83	55.21	58.72	55.42	22.01	18.30	18.75

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.17	16.48	22.54	55.56	68.13	61.97	15.28	15.38	15.49
Grade 7	21.95	21.43	22.22	67.07	68.57	62.63	10.98	10.00	15.15
Grade 8	25.71	20.27	28.57	59.05	58.11	60.00	15.24	21.62	11.43
All Grades	25.48	19.15	24.17	60.62	65.11	61.67	13.90	15.74	14.17

Conclusions based on this data:

1. Proficiency in problem solving and communicating reasoning remained relatively stable with no growth
2. Proficiency in concepts and procedures went down from 21-22 to 22-23
3. Overall performance does not appear to be consistent with classroom performance and other standardized measurements.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	5	*
7	*	*	*	*	*	*	*	*	*	5	*	5
8	*	*		*	*		*	*		4	5	
All Grades										12	11	8

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	54.55	*	36.36	27.27	*	27.27	18.18	*	9.09	0.00	*	11	11	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	81.82	*	72.73	18.18	*	9.09	0.00	*	0.00	0.00	*	11	11	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	36.36	*	36.36	18.18	*	18.18	27.27	*	18.18	18.18	*	11	11	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*		*	*		*	*		*	*		
All Grades	9.09	36.36	*	63.64	63.64	*	27.27	0.00	*	11	11	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*		*	*		*	*		*	*		
All Grades	81.82	100.00	*	18.18	0.00	*	0.00	0.00	*	11	11	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*		*	*		*	*		*	*		
All Grades	27.27	36.36	*	45.45	27.27	*	27.27	36.36	*	11	11	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	27.27	18.18	*	54.55	54.55	*	18.18	27.27	*	11	11	*

Conclusions based on this data:

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

School and Student Performance Data

California School Dashboard 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
255	13.3	7.1	0.4
Total Number of Students enrolled in Malibu Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	7.1
Foster Youth	1	0.4
Homeless		
Socioeconomically Disadvantaged	34	13.3
Students with Disabilities	25	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.6
Asian	8	3.1
Filipino	2	0.8
Hispanic	36	14.1
Two or More Races	11	4.3
White	194	76.1

Conclusions based on this data:

- Hispanic population makes up the highest non-White race/ethnicity group (14.1%)

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

School and Student Performance Data

Overall Performance

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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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Absenteeism is a concern in the yellow band. It is believed that students are continuing to adjust to returning to school post pandemic and may still be experiencing some social/school anxiety.
2. Math proficiency has not significantly improved over time and has remained relatively stable.

3. Green suspension rates points to positive citizenship of the Malibu Middle School students and the success of finding alternatives to student suspension.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 20 points above standard Decreased Significantly -28.3 points 232 Students	54.2 points below standard Decreased Significantly -25.3 points 19 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Yellow 2.3 points below standard Decreased -9.4 points 41 Students	88.5 points below standard Maintained +1.3 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.6 points below standard Decreased Significantly - 16.4 points 32 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Green 18.4 points above standard Decreased Significantly - 34.2 points 178 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 9 Students	Less than 11 Students 10 Students	20.7 points above standard Decreased Significantly -34.9 points 195 Students

Conclusions based on this data:

- Hispanic students (orange) underscores that some students can continue to benefit from English learner strategies even after successful reclassification.
- Socio-economically disadvantaged (yellow) - it cannot be assumed that all students have access to materials and supports in their home environment when considering activities and planning lessons.
- Overall, MMS students are performing well at 20 points above standard

School and Student Performance Data

Academic Performance Mathematics

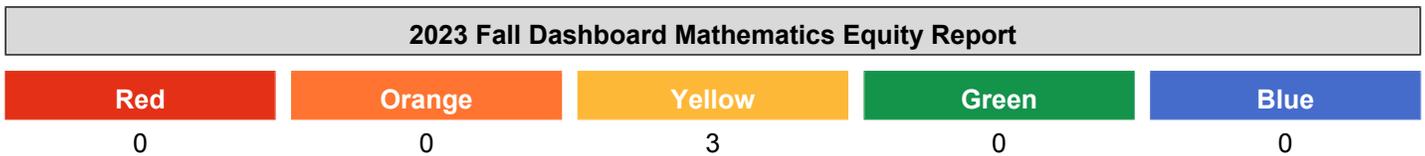
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 19.3 points below standard Decreased -13.1 points 233 Students	English Learners 101.9 points below standard Increased Significantly +24.9 points 19 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Yellow 65.8 points below standard Increased +7.1 points 42 Students	Students with Disabilities 106.3 points below standard Increased Significantly +48.8 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.5 points below standard Increased +9.4 points 32 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Yellow 19.7 points below standard Decreased Significantly - 20.9 points 179 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 9 Students	Less than 11 Students 10 Students	17.9 points below standard Decreased Significantly -24.9 points 196 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

The 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

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 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
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Conclusions based on this data:

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

School and Student Performance Data

Academic 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.



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 Yellow 20.8% Chronically Absent Declined Significantly -4.9 265 Students	English Learners 22.2% Chronically Absent Declined -2.8 18 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 21.2% Chronically Absent Declined -17.6 52 Students	Students with Disabilities 17.9% Chronically Absent Declined -7.9 28 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.7% Chronically Absent Declined -8.9 36 Students	16.7% Chronically Absent Declined -6.9 12 Students	 No Performance Color 0 Students	 Yellow 21.9% Chronically Absent Declined Significantly -5.1 201 Students

Conclusions based on this data:

1. Overall chronic absenteeism declined (-5) from previous year.
2. Socioeconomically disadvantaged students had the most notable level of attendance decrease (-17.6)
3. White students (-5.1) and Hispanic students (-8.9) both experienced decline in attendance.

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.

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.

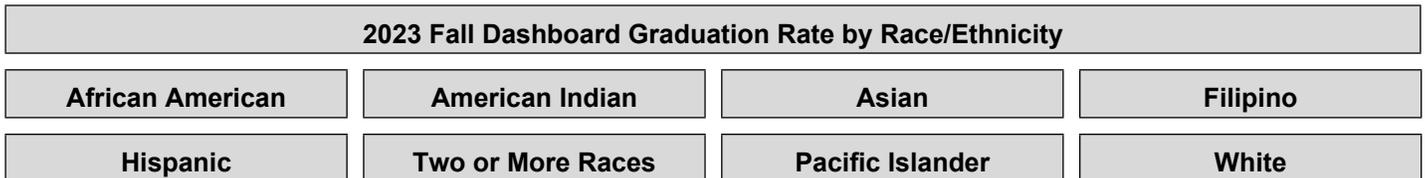
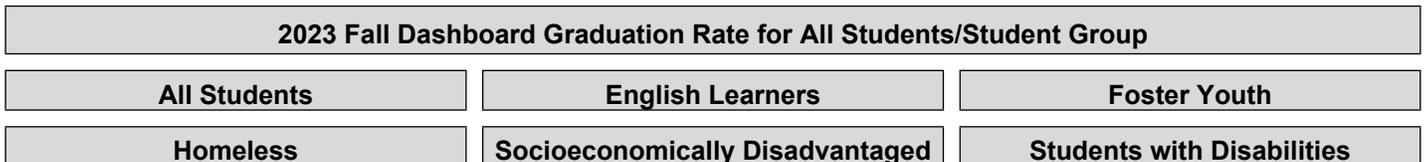
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

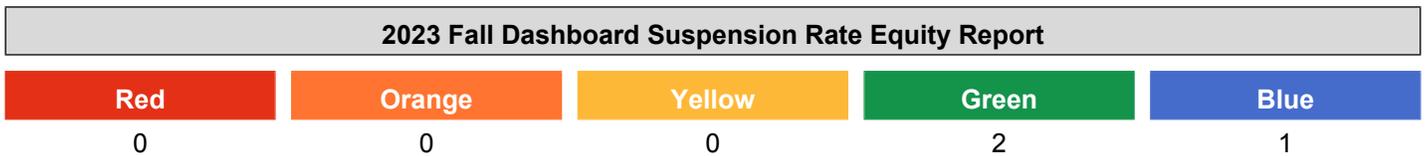
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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											
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">3% suspended at least one day</td> </tr> <tr> <td>Declined -0.9 270 Students</td> </tr> </tbody> </table>	All Students	 Green	3% suspended at least one day	Declined -0.9 270 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -6.3 18 Students</td> </tr> </tbody> </table>	English Learners	0% suspended at least one day	Declined -6.3 18 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
All Students											
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 Green											
1.9% suspended at least one day											
Declined -2.1 52 Students											
Students with Disabilities											
0% suspended at least one day											
Declined -2.9 29 Students											

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -2.1 37 Students	8.3% suspended at least one day Increased 2.5 12 Students	 No Performance Color 0 Students	 Green 3.4% suspended at least one day Declined -0.9 205 Students

Conclusions based on this data:

1. Overall, student suspension rates at MMS remains low and a commendable aspect of daily citizenship by students and a commitment to alternatives to student suspension.
2. The increase in student absenteeism at MMS is not due to student suspension.
3. Zero Hispanic students suspended from school

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math and ELA proficiency

SPSA Site Goals:

By May 2025, 65% of students meet/exceed state standards as measured by CAASPP Math

By May 2025, 80% of students meet/exceed state standards as measured by CAASPP ELA

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MMS CAASPP Math	MATH data: 22-23 Summative CAASSP 6th grade at standard - 46/94 - 49% 7th grade at standard - 41/72 - 57% 8th grade at standard - 35/74 - 47% Overall - 122/240 - 50.8%	65% of students meet/exceed standards
MMS CAASPP ELA	ELA CAASPP - Sp. '23 6th - 74% met standard (49/66) 7th - 49% met standard (45/92) 8th - 64% met standard (46/72)	80% of students meet/exceed standards
	Star Reading Fall '23 6th - 85% met standard (62/73) 7th - 70% met standard (64/96) 8th - 74% met standard (53/74)	
	Dist Writing Assess '23 6th - 83% met standard (60/72) 7th - 97% met standard (88/90) 8th - 94% met standard (65/69)	

	IAB fmath all '23 6th - 51 % above standard 7th - 31% above standard 8th - 30% above standard	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Tier 1 instruction - focus on student engagement strategies.</p> <p>Students will increase student talk Students will use content-specific academic language Students will experience an increase in opportunities to move during class (especially during block classes) Staff will reduce direct instruction (teacher talk) Staff will increase the level of productive interaction during group exercises through assigned roles, accountable products and reflective summaries Staff will have the intentional focus of the use of academic language through modeling MMS will increase the engagement of students through monthly class meetings and grade level assemblies MMS will emphasize positive teacher-student relationships MMS will seek for every student to have at least one trusted adult at school</p>	All Students	2600 District LCAP Funds
1.2	<p>Assessment:</p> <p>MMS and teachers will ensure that students participate in all SMMUSD Assessment Continuum measurements to include diagnostic, progress monitoring, and interim/benchmark tools.</p> <p>Teachers will analyze the results of assessments to monitor progress and inform instruction</p>	All Students	1400 District LCAP Funds
1.3	<p>Department PLC teams and Core (grade level) teams</p> <p>Time will be scheduled and provided for staff to engage in the PLC process. PLCs will measure through analysis of lesson design and student work.</p> <p>SLT will facilitate at least 3 formal Learning Rounds as part of the cycle of inquiry.</p> <p>Core teams will have time available to meet over individual students that are struggling and seek to</p>	All Students	2800 District LCAP Funds

	<p>communicate with families and support resources at school</p> <p>Student engagement strategies will continue to be the lead focus for teacher activities and planning.</p>		
1.4	<p>Intervention support</p> <p>MMS will continue to organize intervention classes for English and Math during 7th period (opt in program)</p> <p>MMS will offer tutoring available for all students in English and Math after school.</p> <p>Teachers will utilize targeted support during Support (Advisory) class for students to access teacher help/assignment help in the classes they are struggling</p>	Targeted students for support	1800 District LCAP Funds

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English language learning students

Goal 1: 90% of ELD students enrolled at Malibu Middle School improve 1 or more levels (or maintain a level 4) as measured by the Spring 2025 ELPAC assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The number of students eligible for ELPAC summative assessment is low (8 students). Malibu Middle School is not able to offer a course program designed for ELD students. MMS will need to focus on instructional strategies in general education classes that reach the needs of ELD students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development to begin the year and ongoing throughout the year - instructional strategies that benefit English Language Learning students.	identified ELD students - all students	1300 Restricted Lottery
2.2	Include ELD instructional strategies as a component of 3 learning walks during the 2024-25 school year. Evidence to be looking for includes: *Differentiated instruction in content areas *Small group instruction targeting academic support *Use of visuals, videos, templates, sentence frames, vocabulary banks and front-loading *Reporting to parents when students are not engaging *Targeted support during Advisory and after school tutoring	identified ELD students - all students	2018 Restricted Lottery
2.3	Students will utilize support period and have access to available supports including after school	Targeted students	1100 District LCAP Funds

tutoring, wellness center tutoring, or other academic support programs.		
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Culture and Climate

Goal 1: 75% of MMS students will report having a caring adult in school as "Pretty much true" or Very Much True" as measured by the Caring Relationships Scale Questions (Table A 6.5) CHKS

Goal 2: Less than 10% of MMS students will report that school is of High Boredom and Low Value as measured by the School Boredom Profile Groups (Table A6.12A) CHKS

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As Malibu Middle School continues to separate from MHS, it is important to focus on the climate and culture of the middle school learner - where students are seen, appreciated and involved in school. As a smaller school, we can capitalize on our enhanced ability to form meaningful relationships between students (teambuilding) and between teachers and students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Work with SMMUSD for every MMS staff member to become trained in Restorative Justice.	all students	3000 District LCAP Funds
3.4	Establish 8th grade - 6th grade mentor partnerships. 8th grade students will be identified, trained and used to help students in 6th grade support classes. This will include orientation to Malibu Middle school at the beginning of the year, games and team building throughout the year, and trained students in conflict resolution establishing the Manta Ray way. Mentors will play a significant role in the opening of the school year. Paid time for teachers to plan the orientation and mentorship activities.	all students	8339 District LCAP Funds

3.5	Continue with monthly grade level meetings (assemblies) that will include performances, games, student recognition, and campus messages and reminders. Grade level meetings are run to build a sense of community, identity and belonging for students at school. Additionally once a month will be a school-wide meeting (assembly) for the same purposes but to do it as a full school. Meetings will take place outside at the amphitheater, utilizing our amazing outdoor setting.	all students	1900 District LCAP Funds
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting English Learners

All English Learners will graduate high school prepared for college and careers.

2.2 All teachers will implement the new ELD standards by 2017-18.

4.4 The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

4.5 The EL reclassification rate will be no less than 12% by 2017-18.

8.2 The percentage of long-term English learners (LTELs) will be no more than 18% by 2016-17.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Institutionalization of new ELD standards in all core classes by 2017-18.

5a. Use PLCs as the vehicle to introduce, unpack and teach strategies of ELD standards.

5b. Establish protocols for monitoring ELLs and their transition to post secondary goals.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Institutionalization of new ELD standards in all core classes by 2017-18.

5a. Use PLCs as the vehicle to introduce, unpack and teach strategies of ELD standards.

5b. Establish protocols for monitoring ELLs and their transition to post secondary goals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring programs needs, and systemic feedback to plan/support staff professional development specific to ELD		

	Standards and teaching strategies. (cost noted in Goal #1)		
5.2	Professional development support for PLCs including training and subs as noted in Goal #1 and #4		
5.3	Scheduled PLC Leadership meeting on Fridays after school as scheduled by the PD coordinator/team.		
5.4	Substitutes to allow teachers to unpack standards, develop lesson, monitor progress, develop rubrics and norm rubrics.		

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,257.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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 (\$)
District LCAP Funds	\$22,939.00
Restricted Lottery	\$3,318.00

Subtotal of state or local funds included for this school: \$26,257.00

Total of federal, state, and/or local funds for this school: \$26,257.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Restricted Lottery	3,318	0.00
Site Formula Funds	22,939	22,939.00
Site Formula Funds		
Parent-Teacher Association (PTA)		

Expenditures by Funding Source

Funding Source	Amount
District LCAP Funds	22,939.00
Restricted Lottery	3,318.00

Expenditures by Budget Reference

Budget Reference	Amount
	26,257.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District LCAP Funds	22,939.00
	Restricted Lottery	3,318.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,600.00
Goal 2	4,418.00
Goal 3	13,239.00

School Site Council Membership

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

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

Name of Members	Role
Greg Schellenberg	Principal
Julia Cheri Hoos	Classroom Teacher
Alexis Onesto	Classroom Teacher
Maureen Rosen	Classroom Teacher
Zoe Shapiro	Parent or Community Member
Amber Vanderbilt	Parent or Community Member
Tania Jolly	Other School Staff
Heather Alfano	Parent or Community Member
Parker Kaplan	Secondary Student
Sara Baron	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5-19-2022.

Attested:



Principal, Greg Schellenberg on 5-19-2022

SSC Chairperson, JuliaCheri Hoos on 5-19-2022

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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