



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malibu Elementary School	19 64980 6022602	March 15, 2025	June 24, 2025

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 Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

The purpose of our plan is to create an inclusive school environment where we close the achievement gap while simultaneously raising aggregate achievement. When students feel welcomed, safe, and included, then they can focus better on academic challenges. Malibu Elementary School was eligible for TSI based on the 2024 dashboard, specific to Students with Disabilities sub group.

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.

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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 Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

The purpose of our plan is to create an inclusive school environment where we close the achievement gap while simultaneously raising aggregate achievement. When students feel welcomed, safe, and included, then they can focus better on academic challenges. Malibu Elementary School was eligible for TSI based on the 2024 dashboard, specific to Students with Disabilities sub group.

We do not receive Title 1 funds. The MES SPSA is designed to meet all the required goals of the LCAP including subgroups and establish a pro-social learning environment. We are especially wanting to help our EL students who come from eight different language backgrounds.

Educational Partner Involvement

How, when, and with whom did Malibu Elementary 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

The teacher leadership committee (SLT), the faculty, and the elected SSC were consulted. Annually, each January through March consultation begins with SLT, then the entire faculty and finally the SSC. Monthly consultation also begins with SLT, then the entire faculty, and finally the SSC. All meetings are scheduled in July so that this flow of decision-making can be sustained. Often extra meetings are requested by members so that you might see two SSCs in one month. MES did not have an ELAC during the 23-24 and the 24 - 25 school years as we had under 20 EL students. This data was considered and is reflected in this SPSA and/or the Safe School Plan. As interim data comes in, the SPSA will evolve further after SSC analysis. The SLT team will evaluate on our progress with PD and adjusting our budget plan to reflect emerging needs. Throughout the school year the SSC reviews progress on agreed to goals and objectives, and reviews achievement data.

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.

MES has no resource inequities, except that we are not a member of SMEF. Malibu must self-fundraise for the arts and IAs whereas Santa Monica Schools do not. The newly established Malibu Education Foundation will soon join the MES PTS is fundraising for Visual Arts instruction and IAs. MES was also identified in 2024 by the State as an ATSI school because our Special Education students were the only students suspended from school during the 2023 - 2024 school year (2 suspensions total.) To remedy this MES has worked hard to hire paras and IAs to help Special Students with regulation.

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.

None

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.

While not reported, our SED group declined and is below standard. This is a call to action.

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).

The annual Hanover Climate Survey will be used. It asks about perceptions of the school. MES is seen to have a positive emotional climate. MES is seen to have a positive instructional climate.

Classroom Observations

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

Informal: Informal classroom observations are routine at MES. The principal walks through classrooms on a weekly basis stopping often to speak with students, observe a lesson, participate in a project or view student work. He is looking for the strategies called for by our Data Teams & SIP.

Learning Rounds: During the 2024-2025 school year, MES teachers participated "learning rounds" and "lesson studies" in which teachers observe teachers in their own classrooms. The goal is to observe and reinforce our agreed to top instructional methods. During the 2025 - 2026 school year, our teachers will do more "learning rounds". Learning rounds will begin in the fall and then again in February of 2026. After February each teacher at MES will be asked to walk away with at least one strategy to try and share out at a faculty meeting how that has changed the results of learning. Together we will build our collective expertise. Teachers plan to reinforce with each other what methods we really want to see in all of our classrooms.

Formal: Additionally evaluative observations are conducted by the Principal throughout the year per the SMMUSD-CTA collective bargaining agreement. These observations are confidential but focus is on the strategic goals developed by the teachers and Principal.

The informal "learning rounds" and formal observations have shown that teachers are working towards meeting the school goal that "all kids can learn" when we use a variety of instructional strategies during tier1 instruction. Next year we will continue our 24-25 reading focus.

Observations help us to clarify our focus, share the responsibility of leadership, build our collective expertise, and keep teachers working on continuous improvement.

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)

Use of Local Universal Screening, Diagnostics (Star), and State Assessments (CAASPP & ELPAC) helped to determine where students are and has provided direction for the start of the 2025-2026 school year. Using the winter Star data, teachers collaborated to develop instructional plans to ensure that all students have access to the core curriculum and effective first teaching. This data was used by teachers to determine what areas of improvement or change need to be made in both grade level or personal practice. Ongoing Data Team meetings were also used for progress monitoring and instructional shifts to meet evolving student needs.

Our analysis of the Winter 2025 Star Reading / Star Early Literacy and Star Math data tells us we must:

1. Help all our students master Early Literacy Skills
2. Help our students develop their reading fluency and comprehension skills
3. For one more school year keep our PD focused on top ELA instructional strategies to help all students achieve more.

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

MES teachers rely on the Star for most of their planning. We also look at Reflex data, F&P, adopted text books assessments and running records to monitor student success/needs, and modify accordingly. Thrice a year, MES teachers examine all data to select top standards to focus on through our "Data Teams" process.

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 Elementary 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	0.97%	1.01%	0.52%	2	2	1
African American	2.42%	2.51%	3.66%	5	5	7
Asian	3.38%	2.01%	1.05%	7	4	2
Filipino	0.97%	2.51%	2.09%	2	5	4
Hispanic/Latino	12.56%	10.05%	9.42%	26	20	18
Pacific Islander	%	0%	0.52%	0	0	1
White	78.74%	80.4%	80.10%	163	160	153
Two or More Races	0.48%	0.5%	%	1	1	
Not Reported	0.48%	1.01%	2.62%	1	2	5
Total Enrollment				207	199	191

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	28	28	23
Grade 1	28	29	33
Grade 2	40	30	29
Grade3	24	41	35
Grade 4	43	31	42
Grade 5	44	40	29
Total Enrollment	207	199	191

Conclusions based on this data:

1. The data shows very little diversity at MES however we have many immigrants particularly from northern Europe.
2. MES has relatively little racial diversity compared to our county and it is very important we act equitably so that all students feel and are included.
3. Our Hispanic students particularly need equitable support. They represent roughly 12% of our school.

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	24	22	18	10.4%	11.6%	9.4%
Fluent English Proficient (FEP)	11	11	11	7.7%	5.3%	5.8%
Reclassified Fluent English Proficient (RFEP)	1	1	1	0.5%	0.5%	0.5%

Conclusions based on this data:

1. We are pleased that MES EL/RFEP students' performance on Winter 2025 Star Reading increased: 41.6% to 70% as measured by the annual Winter Star Reading Assessment.
2. We will continue to implement ELD best practices and get students excited about the ELPAC.
3. MES will support our ELs and focus on reclassification. See Goal 2 for all the details on how we will do this.

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 3	27	42	37	27	40	37	27	40	37	100.0	95.2	100
Grade 4	37	30	42	37	29	41	37	29	41	100.0	96.7	97.6
Grade 5	45	39	30	43	35	29	43	35	29	95.6	89.7	96.7
All Grades	109	111	109	107	104	107	107	104	107	98.2	93.7	98.2

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 3	2441.	2484.	2466.	29.63	52.50	35.14	25.93	25.00	32.43	25.93	12.50	18.92	18.52	10.00	13.51
Grade 4	2482.	2475.	2496.	32.43	13.79	36.59	27.03	48.28	24.39	27.03	20.69	19.51	13.51	17.24	19.51
Grade 5	2533.	2534.	2507.	23.26	31.43	17.24	51.16	31.43	37.93	9.30	25.71	24.14	16.28	11.43	20.69
All Grades	N/A	N/A	N/A	28.04	34.62	30.84	36.45	33.65	30.84	19.63	19.23	20.56	15.89	12.50	17.76

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 3	*	42.50	27.03	*	47.50	64.86	*	10.00	8.11
Grade 4	16.22	*	31.71	67.57	*	60.98	16.22	*	7.32
Grade 5	27.91	28.57	*	62.79	60.00	*	9.30	11.43	*
All Grades	20.56	32.69	24.30	66.36	58.65	65.42	13.08	8.65	10.28

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 3	*	27.50	24.32	*	67.50	62.16	*	5.00	13.51
Grade 4	21.62	*	19.51	59.46	*	53.66	18.92	*	26.83
Grade 5	16.28	14.29	*	67.44	77.14	*	16.28	8.57	*
All Grades	18.69	15.38	20.56	64.49	75.96	59.81	16.82	8.65	19.63

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 3	*	22.50	21.62	*	75.00	67.57	*	2.50	10.81
Grade 4	16.22	*	21.95	67.57	*	65.85	16.22	*	12.20
Grade 5	16.28	34.29	*	79.07	62.86	*	4.65	2.86	*
All Grades	12.15	22.12	18.69	76.64	73.08	70.09	11.21	4.81	11.21

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 3	*	32.50	27.03	*	55.00	64.86	*	12.50	8.11
Grade 4	21.62	*	21.95	67.57	*	70.73	10.81	*	7.32
Grade 5	13.95	28.57	*	76.74	54.29	*	9.30	17.14	*
All Grades	16.82	23.08	21.50	72.90	62.50	70.09	10.28	14.42	8.41

Conclusions based on this data:

1. In regard to the CAASPP, the percent of MES students at or above standard declined to 61.68% from 68.27. This decline is an outlier as our Star scores over the period increased. The teachers and principal believe the decline can be attributed to the campus wide distractions we should have prevented: Open House, fieldtrips, book fair, and jog-a-thon. For 2025 all of those distractions have been carefully scheduled outside of the CAASPP Summative period.
2. As we pass the half-way mark of the 24-25 school year, we are pleased that our Star scores in ELA are the highest ever despite 19 lost days of instruction due to extreme weather.

As we pass the half-way mark of the 24-25 school year, we are pleased that we surpassed our Star Reading goal: By January 2025 MES 2nd - 5th students "at or above the 40%" will increase from 74.1% to 77.1% as measured by the annual Winter Star Reading assessment. Our goal was met with a percentile of 79.2% .

These data points assure us that our reading practices are effective however we must see these results in the CAASPP Summative. During the 2025 CAASPP Summative Period we created a better testing atmosphere than in 2024. During the 2025-2026 school year MES 3-5 teachers will utilize the CAASPP IABs to build student familiarity with the CAASPP interface.
3. As we pass the half-way mark of the 24-25 school year, we are pleased that MES K-1st students "at or above the 40%" increased from 33% to 75.8% as measured by the annual Winter Star Early Literacy assessment.

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 3	27	42	37	27	41	36	27	41	36	100.0	97.6	97.3
Grade 4	37	30	42	37	29	40	37	29	40	100.0	96.7	95.2
Grade 5	45	39	30	43	35	29	43	35	29	95.6	89.7	96.7
All Grades	109	111	109	107	105	105	107	105	105	98.2	94.6	96.3

* 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 3	2474.	2494.	2463.	22.22	41.46	30.56	48.15	41.46	36.11	22.22	12.20	22.22	7.41	4.88	11.11
Grade 4	2476.	2479.	2493.	21.62	13.79	20.00	18.92	34.48	40.00	45.95	41.38	25.00	13.51	10.34	15.00
Grade 5	2515.	2530.	2527.	20.93	31.43	20.69	23.26	17.14	34.48	32.56	37.14	31.03	23.26	14.29	13.79
Grade 11															
All Grades	N/A	N/A	N/A	21.50	30.48	23.81	28.04	31.43	37.14	34.58	28.57	25.71	15.89	9.52	13.33

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 3	*	56.10	44.44	*	39.02	44.44	*	4.88	11.11
Grade 4	27.03	*	25.00	56.76	*	52.50	16.22	*	22.50
Grade 5	25.58	25.71	*	51.16	57.14	*	23.26	17.14	*
Grade 11									
All Grades	28.04	32.38	31.43	56.07	54.29	52.38	15.89	13.33	16.19

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 3	*	48.78	33.33	*	43.90	52.78	*	7.32	13.89
Grade 4	21.62	*	27.50	64.86	*	57.50	13.51	*	15.00
Grade 5	16.28	22.86	*	72.09	54.29	*	11.63	22.86	*
All Grades	23.36	32.38	27.62	64.49	55.24	58.10	12.15	12.38	14.29

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 3	*	36.59	33.33	*	53.66	55.56	*	9.76	11.11
Grade 4	18.92	*	17.50	56.76	*	57.50	24.32	*	25.00
Grade 5	20.93	25.71	*	60.47	65.71	*	18.60	8.57	*
All Grades	20.56	28.57	20.95	63.55	60.00	62.86	15.89	11.43	16.19

Conclusions based on this data:

1. We are disappointed that our Math level dropped from Blue to Green from the 23-24 school year. Our percent of students scoring at or above standard dropped about 1%.
2. The Leadership Team concluded that the drop was due to distractions during testing last year: field trips, book fairs, and Open House.
3. There will be no distractions during CAASSP this May 2025. We expect a return to our Blue level.

During the 2025 CAASPP Summative Period we created a better testing atmosphere than in in 2024.

During the 2025-2026 school year MES 3-5 teachers will utilize the CAASPP IABs to build student familiarity with the CAASPP interface.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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
K	*	*	*	*	*	*	*	*	*	*	4	*
1	*	*	*	*	*	*	*	*	*	4	*	5
2	*	*	*	*	*	*	*	*	*	*	5	*
3	*	*	*	*	*	*	*	*	*	4	*	4
4	*	*	*	*	*	*	*	*	*	6	*	*
5	*	*	*	*	*	*	*	*	*	7	4	*
All Grades										25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	27.27	11.11	48.00	36.36	44.44	20.00	18.18	27.78	8.00	18.18	16.67	25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.00	54.55	55.56	36.00	22.73	22.22	8.00	13.64	11.11	8.00	9.09	11.11	25	22	18

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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	8.00	4.55	11.11	40.00	22.73	11.11	28.00	40.91	44.44	24.00	31.82	33.33	25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	40.91	38.89	64.00	50.00	50.00	8.00	9.09	11.11	25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.00	63.64	55.56	32.00	27.27	38.89	12.00	9.09	5.56	25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	9.09	5.56	48.00	54.55	66.67	28.00	36.36	27.78	25	22	18

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	9.09	5.56	76.00	72.73	66.67	8.00	18.18	27.78	25	22	18

Conclusions based on this data:

1. Based on the data above, EL enrollment is declining. Due to low number of ELs, there is no Dashboard indicator for ELs at MES. However, in regard to EL Student Performance Data (EL) 42.9% of EL students dropped an ELPAC level.
2. We are pleased that during the 24-25 school year, MES exceeded our reading achievement goal for ELs. "By January 2025 MES EL/RFEP 2nd-5th students "at or above the 40%" will increase from 41.6% to 44.6% as measured by the annual Winter Star Reading Assessment." This goal was exceeded: 70%!

3. We are pleased that one of our 18 EL was reclassified as of the halfway point in the 24-25 school as seen in Ellevation Software. Each winter MES teachers will speak with our EL students about the BIG ELPAC Test they are taking this February with ELPAC Proctor.

Teachers will help to lower our students' anxiety by having them work on ELPAC pretest activities during our 30-minute daily ELD Block.

School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
191	17.8%	9.4%	0.0%
Total Number of Students enrolled in Malibu Elementary 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	9.4%
Foster Youth	0	0.0%
Homeless	1	0.5%
Socioeconomically Disadvantaged	34	17.8%
Students with Disabilities	27	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	3.7%
American Indian	1	0.5%
Asian	2	1%
Filipino	4	2.1%
Hispanic	18	9.4%
Two or More Races	0	0.0%
Pacific Islander	1	0.5%
White	153	80.1%

Conclusions based on this data:

1. Our school is mostly white.

2. Equitable services are key for historically marginalized populations.
3. Our ELs mostly come from Europe, are generally wealthy and white.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. As we begin to focus on the 2025 - 2026 school year we can conclude that ELA performance is a relative need for MES. During the 2022-2023 and 2023-2024 school years MES focused on Math instruction and students successs indicators resulting in big math gains as measured by the CASSPP Summative. We hope that by maintaining our EL focus from the 2024-2025 school year into the 2025-206 school year we can realize big gains with ELA achievement.

2. Chronic absenteeism during the 2022-2023 school year was a relative need for MES. However we have made strides as of the halfway mark of the 23-24 school year. Per A2A Chronic Absenteeism moved from 32.85% down to 21.05% as of 1/23/24. We believe that messaging from the school to parents is having an impact.
3. Our students are well-behaved due to our Positive Discipline Plan. It all starts with having a welcoming, safe, and inclusive learning environment with much positive recognition.

School and Student Performance Data

Academic Performance English Language Arts

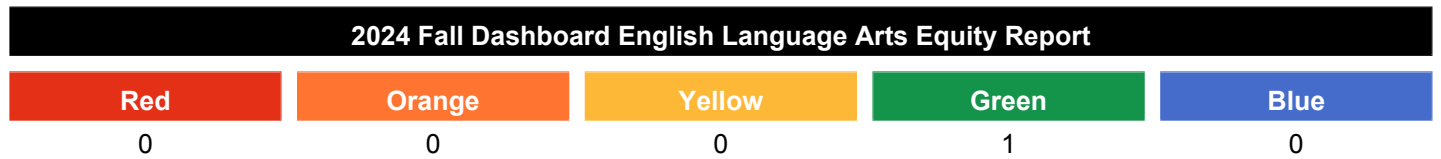
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>23.5 points above standard</div> <div>Declined 7.9 points</div> <div>101 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>13.9 points below standard</div> <div>Declined 28.5 points</div> <div>25 Students</div>

Students with Disabilities  No Performance Color 13.5 points below standard Increased 90.5 points 22 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  No Performance Color 49.3 points below standard Declined 19.7 points 12 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 33.3 points above standard Maintained 2.9 points 82 Students

Conclusions based on this data:

1. In regard to the CAASPP, the percent of MES students at or above standard declined to 61.68% from 68.27. This decline is an outlier as our Star scores over the period increased. The teachers and principal believe the decline can be attributed to the campus wide distractions we should have prevented: Open House, fieldtrips, book fair, and jog-a-thon. For 2025 all of those distractions have been carefully scheduled outside of the CAASPP Summative period.
2. As we pass the half-way mark of the 24-25 school year, we are pleased that our Star scores in ELA are the highest ever despite 19 lost days of instruction due to extreme weather.

As we pass the half-way mark of the 24-25 school year, we are pleased that we surpassed our Star Reading goal: By January 2025 MES 2nd - 5th students "at or above the 40%" will increase from 74.1% to 77.1% as measured by the annual Winter Star Reading assessment. Our goal was met with a percentile of 79.2% .

These data points assure us that our reading practices are effective however we must see these results in the CAASPP Summative. During the 2025 CAASPP Summative Period we created a better testing atmosphere than in 2024. During the 2025-2026 school year MES 3-5 teachers will utilize the CAASPP IABs to build student familiarity with the CAASPP interface.
3. As we pass the half-way mark of the 24-25 school year, we are pleased that MES K-1st students "at or above the 40%" increased from 33% to 75.8% as measured by the annual Winter Star Early Literacy assessment.

School and Student Performance Data

Academic Performance Mathematics

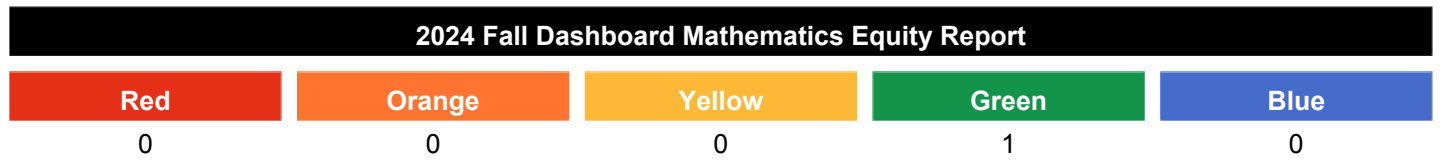
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>15.1 points above standard</div> <div>Declined 3.1 points</div> <div>99 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>32.5 points below standard</div> <div>Increased 5.1 points</div> <div>24 Students</div>

Students with Disabilities  No Performance Color 58.7 points below standard Increased 71.3 points 22 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  No Performance Color 72.8 points below standard Increased 14.8 points 12 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 27.8 points above standard Increased 4.4 points 81 Students

Conclusions based on this data:

1. We are disappointed that our Math level dropped from Blue to Green from the 23-24 school year. Our percent of students scoring at or above standard dropped about 1%.
2. The Leadership Team concluded that the drop was due to distractions during testing last year: field trips, book fairs, and Open House.
3. There will be no distractions during CAASSP this May 2025. We expect a return to our Blue level.

During the 2025 CAASPP Summative Period we created a better testing atmosphere than in in 2024.

During the 2025-2026 school year MES 3-5 teachers will utilize the CAASPP IABs to build student familiarity with the CAASPP interface.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>28.6% making progress.</div> <div>Number Students: 14 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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.

2024 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
42.9%	28.6%	0%	28.6%

Conclusions based on this data:

- As we pass the half-way mark of the 24-25 school year, we are pleased that MES EL/RFEP students' performance on Star Reading increased: 41.6% to 70% as measured by the annual Winter Star Reading Assessment.
- Based on the Dashboard data, EL enrollment is declining. Due to low number of ELs, there is no Dashboard indicator for ELs at MES.
- We are pleased that one of our 18 EL was reclassified as of the halfway point in the 24-25 school as seen in Ellevation Software. Each winter MES teachers will speak with our EL students about the BIG ELPAC Test they are taking this February with the ELPAC Proctor. They will help to lower our students' anxiety by having them work on ELPAC pretest activities during our 30-minute daily ELD Block.

School and Student Performance Data

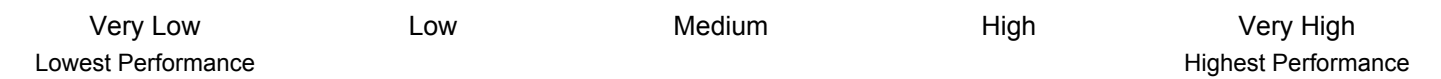
Academic Performance College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>19.7% Chronically Absent</div> <div>Declined 7</div> <div>218 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>25% Chronically Absent</div> <div>Declined 3</div> <div>20 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>27.1% Chronically Absent</div> <div>Declined 7.1</div> <div>48 Students</div>

Students with Disabilities  Red 30.8% Chronically Absent Increased 0.5 39 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  No Performance Color 22.7% Chronically Absent Declined 1.1 22 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 18.9% Chronically Absent Declined 7.2 175 Students

Conclusions based on this data:

1. Chronic absenteeism is a problem at MES. Our families travel more frequently. We are pleased that our Dashboard indicator improved from Red to Orange.
2. Continue sending our truancy and chronic absenteeism letters. The letters are almost never suppressed except when an extreme hardship requires good prudence.
3. Call families and hold conferences, especially white families. Their academic growth is greatly hindered.

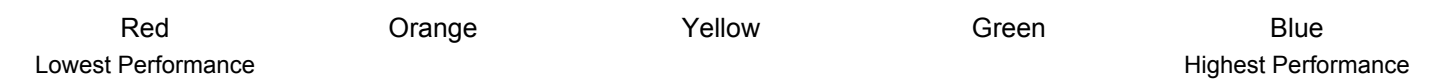
School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

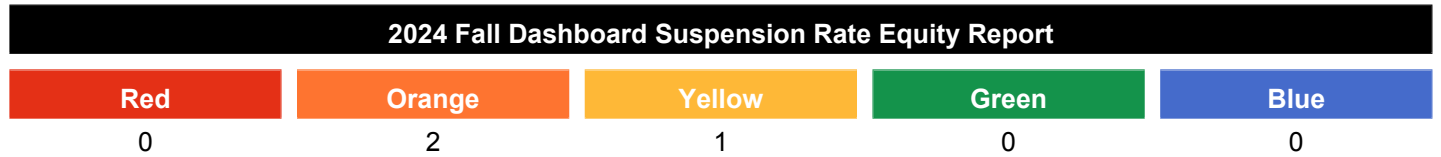
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>0.9% suspended at least one day</div> <div>Increased 0.4%</div> <div>221 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>5% suspended at least one day</div> <div>Increased 5%</div> <div>20 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.1% suspended at least one day</div> <div>Increased 2.1%</div> <div>48 Students</div>

Students with Disabilities  Orange 5.1% suspended at least one day Increased 2.1% 39 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  No Performance Color 4.5% suspended at least one day Maintained 0.2% 22 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 0.6% suspended at least one day Increased 0.6% 178 Students

Conclusions based on this data:

1. Responsive classroom, Second Step Lessons (founf on Clever) and friendship lessons are an effect program at helping all students feel ownership of their school.
2. Only one student was suspended at MES during the 2023 - 2024 school. Lesser means of correction are key.
3. Our school rules are well understood. Helping students keep their hands to themselves is key.

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.

Common Core State Standards applied with an emphasis on building the skills of Communication, Collaboration, Cooperation, Critical and Creative Thinking with an embedded PLC philosophy to inform daily instruction and meet the individual needs of all students

MES Students will excel in reading, writing, and math. The strategies below are best practices. The measurable outcomes will gauge success.

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.

Our analysis of the Star MES Late Winter 2025 Data reveal patterns and goals:

1. By January 2026 MES 2nd - 5th students "at or above the 40%" will increase from 79.2% to 82.2% as measured by the annual Winter Star Reading assessment. (Data Source: Star Next Report)
2. By January 2026 MES EL/RFEP 2nd-5th students "at or above the 40%" will increase from 70% to 73% as measured by the annual Winter Star Reading Assessment. (Data Source: Star Screening Report)
3. By January 2026 MES K-1st students "at or above the 40%" will increase from 75.8% to 78.8% as measured by the annual Winter Star Early Literacy assessment. (Data Source: Star Next Report)
4. By January 2026 MES K-1st EL/RFEP students "at or above the 40%" will increase from 66% to 69% as measured by the annual Winter Star Early Literacy assessment. (Data Source: Star Screening Report)
5. By June 2026 MES 3-5 students scoring "at or above standard" in CAASPP Summative Math will increase from 60.95% to 63.95%.

From this Star data and our most recent CAASPP data (See CAASPP section of this plan), we see that reading and early literacy are our goal area. We believe that small group instruction that maximizes our instructional aides will most help more students and particularly struggling students achieve above the 40% as measured by Star and CAASPP. This instructional focus lends itself to better differentiation and will also help us maintain or improve student math achievement even though our priority focus will be on ELA. Additionally, creating a welcoming, safe, positive, and inclusive school climate remains paramount. We must use our top identified instructional strategies to help more students achieve above the 40%.

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
1. By January 2026 MES 2nd - 5th students "at or above the 40%" will increase from 79.2% to 82.2% as measured by the annual Winter Star Reading assessment.	79.2% Jan 2025	82.2% Jan 2026
2. By January 2026 MES EL/RFEP 2nd-5th students "at or above the 40%" will increase from 70% to 73% as measured by the annual Winter Star Reading Assessment.	70% Jan 2025	73% Jan 2026
3. By January 2026 MES K-1st students "at or above the 40%" will increase from 75.8% to 78.8% as measured by the annual Winter Star Early Literacy assessment.	75.8% Jan 2025	78.8% Jan 2026
4. By January 2026 MES K-1st EL/RFEP students "at or above the 40%" will increase from 66% to 69% as measured by the annual Winter Star Early Literacy assessment.	66% Jan 2025	69% Jan 2026
5. By June 2026 MES 3-5 students scoring "at or above standard" in CAASPP Summative ELA will increase from 61.68% (2024) to 64.68% (2025).	61.68%	64.68%
6. By June 2026 MES 3-5 students scoring "at or above standard" in CAASPP Summative Math will increase from 60.95% (2024) to 63.95% (2025).	60.95%	63.95%

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	PD: Teachers will further develop a set of top MES instructional strategies through the Learning Rounds process with Innovative Ed.*	All students	1,500 District Funded 1000-1999: Certificated Personnel Salaries Substitute coverage for PD - 2 days for Learning Studies (11 TK-5 teachers) 0.00 0.00 0.00 0

1.2	PD: We will read & discuss "The Knowledge Gap."	All students	210 Site Formula Funds 4000-4999: Books And Supplies
1.5	We will incentivize "Lexia Units Gained Goals". Teachers weekly check Lexia Dashboard & Do 5-Minute Check-ins.	All Students	1000 Parent-Teacher Association (PTA) 0000: Unrestricted Prizes for students who make goals and win the golden ticket drawing. 0.00 0.00
1.6	Daily Designated English Language Development (dELD) for a protected period of time during the regular school day. 30 minutes of daily dELD must be recorded in the teachers' Lesson Plan books.	EL & Tier 2 Students	0 0 0
1.7	Quarterly EL Walkthroughs with site admin to monitor dELD and iELD implementation and evaluate additional PD needs. May result in PD recommendations to SLT.	ELStudents	0
1.8	Review the ELA/ELD Framework (This guide will be a key part of our staff development time. https://www.scoe.net/media/b0qduuod/summary_el_a-eld_framework.pdf	EL students	
1.9	Monitor all ELs each trimester and RFEPs 3x a year for four years	EL students	0
1.10	Maintain an extra day of LLI through PTA funding.	All	25,000 Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Certificated and Classified Wages & Benefits
1.11	Purchase AR again, and use Friday Banktime to set goals	Implement Accelerated Reader in all 1st - 5th classes. AR Goal-setting training for teachers	1553 Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software

		Celebrate goal attainment and not level at assemblies Promote Parent HomeConnect w/sustained outreach to help with ZPD & IL book selection and personal celebrations	0.00
1.12	Software Supports	We need to keep ensuring we have Reflex and Mystery Science through PTA funding	5,295 Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Software 0.00 0.00 0.00
1.13	Collaboration	Spec Ed Specialists & Gen Ed Teachers communication frequently about IEP accommodation implementation and needs. (Use IEP sub days!)	0
1.14	MES TK-5 Teachers Participate in the LACOE "Diving Deeper" Early Literacy series (13 teachers at \$200 each equals	This the next series after "Get Reading Right"	2,600 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

MES teachers did what we they said they would do. Our SIP PD plan was executed almost completely. Our SPSA was also executed almost completely. We were so delighted to see that our Winter Star ELA results were our highest ever and exceeded our achievement targets including our EL students. We believe our students love being at school. We added a fifth day of instruction with our LLI reading specialist. EL student achievement was monitored each trimester. ELD PD was given on four occasions to teachers by our Instructional coach. We kept Lexia and encouraged students to use it especially on the 19 closure days. We believe Special Education staff and Regular Education staff

communicated frequently about accommodations. Our PTA aligned their budget to support our SPSA objectives. We contracted seven sessions of Accelerated Reader professional development and ten sessions with the County Office of Education for early literacy professional development (Get Reading Right).

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

Due to the nineteen lost days of instruction, we did not conduct "Lessons Studies". Our District Office did not do quarterly ELD walk-throughs. While we tried to champion the New Malibu Ed Foundation to take the load off of our PTA, there has been little progress between these two volunteer groups. Rather than creating a vocabulary list by grade level, we focused on reviewing top vocabulary development instructional strategies. Most of the strategies were compiled by our Instructional Coach though many came from our partner, InnovativeED.

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.

This plan will remain in place for the 2025-2026 school year. The next County Office of Education early literacy professional development series is called "Diving Deeper". Our professional reading will be a book called "The Knowledge Gap." This book makes the case that student reading should be focused on other educational domains such as science. While not reported, our SED group declined and is below standard. This is a call to action.

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 Learners

MES EL students will feel and be successful at their school. MES EL students need extra support with reading. School should be a place of success. The measurable outcome below will be our gauge. The strategies below are our identified best practices to help our EL students not only excel in reading but also help them to demonstrate that they are ready to be reclassified as Fluent.

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.

By January 2026 MES EL/RFEP 2nd-5th students "at or above the 40%" will increase from 70% to 73% as measured by the annual Winter Star Reading Assessment. We want to help more EL and Monitored RFEP students reach above the 40%.

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
1. By January 2026 MES EL/RFEP 2nd-5th students "at or above the 40%" will increase from 70% to 73% as measured by the annual Winter Star Reading Assessment.	70% of EL/RFEP students met standard Jan 2025	73% of EL/RFEP students will meet standard by Jan 2026
2. By January 2026 MES K/1st EL/RFEP students "at or above the 40%" will increase from 60% to 63% as measured by the annual Winter Star Early Literacy assessment.	60% of EL/RFEP K-1st students met standard Jan 2025	63% of EL/RFEP K-1st students will meet standard by Jan 2026

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	Daily Designated English Language Development (dELD) for a protected period of time during the regular school day. 30 minutes daily recorded in Lesson Plan book.	EL/RFEP	0

2.2	Quarterly EL Walkthroughs with site admin to monitor dELD and iELD implementation and evaluate additional PD needs. May result in PD recommendations to SLT.	EL/RFEP	
2.3			
2.4	Review the ELA/ELD Framework (This guide will be a key part of our staff development time. https://www.scoe.net/media/b0qduuod/summary_el-a-eld_framework.pdf	EL.RFEP	0 0
2.5	The principal will monitor all ELs each trimester and RFEPs 3x yearly for four years	EL/RFEP	0 0
2.6	Teachers will help to lower our students' anxiety by having them work on ELPAC pretest activities during our 30-minute daily ELD Block.	EL	0
2.8			
2.9			0 0 0
2.10			0 0 0 0

2.12			0
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Annual Review

SPSA Year Reviewed: 2024-25

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.

MES teachers did what we said we would do. They provided Daily Designated English Language Development (dELD) for a protected period of time during the regular school day. 30 minutes daily recorded in Lesson Plan book. The principal did monitor all ELs each trimester and RFEPs 3x a year for four years. Their growth was amazing.

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

Quarterly EL Walkthroughs with District Administrators and site admin to monitor dELD and iELD implementation and evaluate additional PD needs did not happen. Teachers did not review the ELA/ELD Framework; Instead we had four ELD trainings with our Instructional Coach.

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.

There are no changes to this goal, however we are looking for a 3% Winter Star Reading and Start Early Literacy gain next school year.

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.

Social Emotional Learning Plan for a Healthy and Safe School Climate

MES students will feel welcomed, safe, included, and successful at their school. Students need to love being at school. School should be joyful.

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.ng.

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 conclusions and strategies below come from anecdotal observation from the principal of six years and SLT team. The SSC then reviews and improves these analysis and strategies. Additionally the infusion of Prop28 Art funds gave an opportunity to further reflect upon the roles of the Arts in building and maintaining a positive school climate.

We need to reinforce school-wide signature instructional practices. (See goals 1 and 2)

We need to align our planned actions to support Superintendent Shelton's Six Priorities.

We need to reinforce our newer Character Education program, "Character Counts".

We need to maintain our PSArts program year round.

We need an IA/Campus Monitor for every regular education TK-5 teacher.

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
By October 2026 (aka "Month 3") the daily average % of students in attendance will rise 3%. The TK-3 average will rise from 92.25% to 95.25%. The 4-5 average will rise from 94.52% to 97.52.	TK-3: 92.25% 4-5: 94.52	TK-3: 95.25% 4-5: 97.52

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	1. Add Fridays to the LLI program to provide small group interventions to students who do not qualify for District LLI services. (This cost is located under goal 1.)	All students	0 Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Estimate based on 2024-2025 salaries/benefits

			0 0 0
3.2	2. Lunchtime Character Ed Plays - Badwolfpress with Theater Teachers & Holiday Show	4-5	24,578 Arts and Music In Schools Funds 1000-1999: Certificated Personnel Salaries Prop 28 Fund 0 0
3.3	3. Schedule vendors to provide motivational assemblies. Students enjoy fun educational assemblies.	All	4500 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Principal to do advance planning with preselected dates to work with. Perhaps the 1st Friday of each month. Character Ed and Marine Science PBL inspiration are key themes. 0 0 0
3.4	4. All students will participate in at least one field trip per year.	All	0 Voluntary donations are processed by the PTA. 0

			0
			0
3.5	5. Maintain the Caught Showing Character program / Sammy Slips. Read six common picture books in the library to all students. Maintain our newer student-led assemblies that focus on these traits.	All	400 Parent-Teacher Association (PTA) 0000: Unrestricted Treasure Box goodies
3.6	6. Continue our practice of daily Morning Meetings five days a week in all classrooms the first 15 minutes of each school day.	All	0
3.7	7. Maintain Zoe's Lunchtime Theater (Four shows)	All	2400 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures
3.8	8. Lexia and AR Goals Celebrations / Golden Tickets to the Treasure Box	All	
3.9	9. Get parents excited about HomeConnect, another great way to motivate guided leveled independent reading	All	
3.10	10. Teacher training: Superintendent's Priorities: Restorative Justice for 25-26	All	
3.11	11. Maintain PSArts Visual Arts at 30 weeks	All	30,000 Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Visual Arts
3.12	12. Maintain IAs/Campus Monitors to supervise our very expansive campus	All	340,000 Ed Foundation 2000-2999: Classified Personnel Salaries MEF pays for 4 IAs and PTA pays for 7 more

Annual Review

SPSA Year Reviewed: 2024-25

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.

MES did what we said we would do. AR HomeConnect has been introduced to teachers and parents, however it is unclear how many parents use it to motivate their child. Our number of IA/Campus Monitors has grown to 11; one for each teacher. MES teachers are focused on Superintendent Shelton's Transformative Approaches by using Community Building Circles and using Second Step in Clever. MES added an extra day of LLI services through PTA funding. Teachers continue to recognize students who move up Lexia Levels and reach their AR Point Goals. MES maintained a few Professional Assemblies including Marine Science, added student led Character Ed assemblies, maintained Zoe's Lunchtime Theater (Maximum of five shows), and added through Prop 28-funded Character Education shows (Bad Wolf Press) and revamped the annual Holiday show. All students went on at least one field trip. MES maintained the Caught Showing Character program and aligned it with Character Counts. Character Counts Banner were purchased and posted in a high-profile area. We adopted six common picture books that align with Character Counts which the library tech read to all students. Many parents of legally truant students received calls from the principal and attendance clerk.

Sadly our overall attendance rate has not improved.

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

We did not post Trimester goal-attainer names in the library because it took most of the school year for all teachers to master AR.

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.

There are no changes except to develop user friendly internal surveys.

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: 2024-25

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.

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: 2024-25

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	\$439,036.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Arts and Music In Schools Funds	\$24,578.00
District Funded	\$1,500.00
District LCAP Funds	\$2,600.00
Ed Foundation	\$340,000.00
Parent-Teacher Association (PTA)	\$70,148.00
Site Formula Funds	\$210.00

Subtotal of state or local funds included for this school: \$439,036.00

Total of federal, state, and/or local funds for this school: \$439,036.00

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
Parent-Teacher Association (PTA)	750,000	679,852.00
Restricted Lottery	2500	2,500.00
Site Formula Funds	24000	23,790.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Arts and Music In Schools Funds	24,578.00
District Funded	1,500.00
District LCAP Funds	2,600.00
Ed Foundation	340,000.00
Parent-Teacher Association (PTA)	70,148.00
Site Formula Funds	210.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,400.00
1000-1999: Certificated Personnel Salaries	26,078.00
2000-2999: Classified Personnel Salaries	365,000.00
4000-4999: Books And Supplies	210.00
5000-5999: Services And Other Operating Expenditures	36,848.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	Arts and Music In Schools Funds	24,578.00
1000-1999: Certificated Personnel Salaries	District Funded	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	District LCAP Funds	2,600.00
2000-2999: Classified Personnel Salaries	Ed Foundation	340,000.00
0000: Unrestricted	Parent-Teacher Association (PTA)	1,400.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	0.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	25,000.00
5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	36,848.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	6,900.00
4000-4999: Books And Supplies	Site Formula Funds	210.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,158.00
Goal 2	0.00
Goal 3	401,878.00

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

5 Parent or Community Members

Name of Members	Role
Chris Hertz	Principal
Amy Turner	Classroom Teacher
Alia Tate	Classroom Teacher
Sharon Thompson	Classroom Teacher
Diane Sullivan	Other School Staff
Heather Alfano	Parent or Community Member
Kelsey McKinnon	Parent or Community Member
Jennifer Owhadi	Parent or Community Member
Erin Garner	Parent or Community Member
Melissa Solano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: SLT and PTA

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 May 15, 2025.

Attested:

Chris Hertz
Erin Garner

Principal, Chris Hertz on 5-15-25

SSC Chairperson, Erin Garner on 5-15-25

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/>

Updated by the California Department of Education, October 2023