

School Plan for Student Achievement

The instructions for completing the School Plan for Student Achievement (SPSA) follow the template.

School Name	Contact Name and Title	Email and Phone
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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
10-62158-6006043	September 13, 2022	October 12, 2022

Plan Summary [2022-23]

Purpose and Description

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

Schoolwide Program

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

This School Plan is aligned with the District’s Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

General Information

A description of the school, its students, and its community.

Malaga Elementary is a K-5 school serving approximately two hundred students. The school is located on the north end of the Fowler Unified School District in the community of Malaga. It is an area zoned for agriculture, industry, commercial, and residential use. There are a few small businesses in the community such as a small local store, fast food, coffee shop, and gas stations. The area is largely characterized by industrial warehouses, with some manufacturers and sales, such as Pittsburgh Plate Glass, Mission Foods, RV dealerships, trucking sales, and transportation services. The school is part of Fowler Unified School District, which has one high school, one middle school, three elementary schools, and a community day school.

Each class is heterogeneously grouped and representative of the overall school population. Malaga School participates in the following programs: School-wide Title I Program, GATE/Enrichment Learning, Migrant Education, and an ASES grant serving before and after school programs. All of these plans are coordinated to form this one, comprehensive plan.

The onsite certified staff consists of a principal, 10 teachers, an intervention teacher, a certificated tutor, a resource specialist teacher, a Student Support Specialist, a part-time band teacher, a part-time chorus teacher, a part-time speech and language specialist, a part-time psychologist, an office manager, a part-time library technician, a health tech/home school liaison, 1 full-time custodian, 1 part-time custodian, a cook, and a cook's assistant. Categorical funds also support a part-time clerk and nine part-time Title 1 aides and a campus supervisor.

Malaga Elementary School is committed to providing all students with a highly structured and enriched learning environment that will encourage them to be life-long learners and productive members of society. By embracing our partnership with parents and community members, we the staff, will ensure the highest expectations for all students to think creatively and make responsible decisions. Students are provided an environment that enhances problem-solving skills in order to promote respect for cultural diversity. Malaga School will be a safe and clean school the entire school community will take pride in.

Two years after the COVID-19 pandemic struck the world and caused schools to close all over the world, Malaga Elementary School was no exception. What was exceptional was the way our students, staff, families, and District rallied to support children in continuing learning, and providing social/emotional support. We continue to research, plan and implement strategies that will support our students to accelerate their learning and provide a culture of collaboration.

We will continue to use federal funding to supplement instruction in order to provide our at-risk students with the highest quality educational experience possible, benefiting our entire student population. Students will receive daily support from Fowler USD teachers and also have access to additional intervention and supports to enhance and accelerate learning.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

Malaga School adheres to the philosophy that each student's maximum potential will be challenged with a supportive and enriched environment at school. It is a community where most of the parents instill traditional values of respect and honor in their children and as a result, there are few significant discipline problems at school. The staff at Malaga School works to give every student a special feeling of belonging and caring. The staff and parents are committed to an expectation of excellence for the students and continue to work together to provide a balanced curriculum, enhanced by enrichment activities.

Full service library and technology services and equipment are available for all students. The school has a well-equipped library that is fully complemented by a computerized checkout system. All students have an opportunity to use the library during a scheduled weekly time in addition to times in which the library is open for general use, including after school. Additionally, each classroom and the after school program is equipped with student devices. Computers are replaced on a rotating basis as part of our plan to assure that we maintain up-to-

date hardware. Technology is seamlessly incorporated into our daily instruction and utilized for research, word processing, keyboarding skills, and instructional tutoring programs both during the school day and during the after school program.

The technology plan is updated yearly to support instruction, speaking and listening skills, critical and creative thinking and digital citizenship. Additionally, professional development in the area of technology is available to certificated and classified staff to support our students' learning. We explore every avenue to provide resources to ensure student success. Malaga utilizes the Response to Intervention/Multi-Tier System of Supports (MTSS) program approach to meet student needs. All students participate in daily instruction that meets their individual instructional needs, whether that is intervention, reinforcement, or challenge. Additionally, Student Success Team (SST) meetings are held to assist teachers in meeting individual needs of students who are struggling academically and behaviorally. Before students can be referred for special education services, they must be evaluated by the SST to assure that needs are being met in the general education setting through tier 1 instruction to the fullest extent possible.

Student recognition programs honor citizenship, academic achievement, and attendance through which students receive certificates at a trimester awards assembly. Additionally, students have the opportunity to earn FLY tickets when expectations are met and then are allowed to purchase items at the FLY store on campus known as "Malazon". Students who go above and beyond behaviorally and academically receive a positive referral form and a phone call is made home by a school administrator to celebrate student efforts. Additionally, students are recognized for their positive character through our student of the month program where students receive a certificate and participate in Pizza with the Principal lunch on a monthly basis.

Malaga School is fortunate to be part of a community that is very supportive of its school. Each school year the goal is to meet with 100% of parents during the two parent/teacher conferences held during the year. Most recently, we began holding student led conferences. Parents are informed of activities at Malaga through a weekly newsletter, the "Falcon Flier", the ParentSquare app, twitter and the marquee in the front of the school. Additionally, Malaga parents are supported through programs and classes offered on site by the Children's Services Network, an organization funded through Proposition 10. Classes in computer skills, parenting, GED, health management have all been offered on the site through both CSN and/or Fowler Unified. We have also developed our "Family Academic Support Passport" which recognizes families who participate in our academic family events such as Science Night, Math Night, Celebration of Literacy and STEM Night. This year we also began incorporating Family Fun Nights to build and foster relationships and a sense of community. Some activities planned for these nights include a talent show, family game night, and literacy on the lawn night.

Malaga Elementary also hosts a private agency, state-funded preschool in an effort to develop more school readiness among our students. Approximately 75% of our kindergarten students participate in the on-site preschool or the Homebased Head Start program. There are ongoing efforts to align the preschool activities, curriculum, and expectations with those of the elementary school.

Our after-school program, "Falcon Club" is funded through ASES and serves approximately 85 students daily with tutoring, enrichment, and physical activities. The program has 6 part-time employees. We also provide before school care from 6:30 am to 8:20 am. Almost all students participate in this service some time during the school year.

Malaga School has a transiency rate of less than 15% and has no students eligible for the Migrant Program at this time. The school exceeds the state required number of instructional minutes for both primary and intermediate grades. Early dismissal days, also known as AAA days,

are scheduled for parent conferences and grade level meetings in order to develop Professional Learning Communities, staff training, data analysis, and instructional planning. Additionally, two other days per year are scheduled as minimum days.

Through these various programs and events, we provide an environment that supports our students', families' and community's needs.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

Malaga Elementary School implements practices that meet the needs of all students and the increasing demands of the common core state standards (CCSS). The shifts within the CCSS requires teachers and school leaders to continuously evaluate student needs' and provide a learning environment that offers challenge and intervention features. Our district's continuous improvement model lends itself to the challenging demands of today's education system and has provided a direct link to our greatest progress. Some of our greatest progress is indicated below:

iReady Diagnostics for 2021-2022:

Reading Scores indicate students' increased drastically from 15% of students being at or above grade level on the first diagnostic assessment to 46% of students being at or above grade level on the final diagnostic assessment. This is an increase of 31% from the beginning of the year to the end of the year.

Math Scores indicate students' increased drastically from 4% of students being at or above grade level on the first diagnostic assessment to 37% of students being at or above grade level on the final diagnostic assessment. This is an increase of 33% from the beginning of the year to the end of the year.

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Math Scores indicate students' increased drastically from 4% of students being at or above grade level on the first diagnostic assessment to 37% of students being at or above grade level on the final diagnostic assessment. This is an increase of 33% from the beginning of the year to the end of the year.

iReady Diagnostics for 2022-2023:

Diagnostic 1 results in Reading indicate 15% of students are at or above grade level. This year's baseline score is the same as last year's diagnostic one.

Diagnostic 1 results in Math indicate 6% of students are at or above grade level. This year's baseline score is 2% higher than last year's diagnostic one.

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The 2021-2022 CAASPP scores for 3rd-5th grade students indicate the following for English Language Arts (ELA):

3rd grade-26% of students met or exceeded grade level standards

4th grade-69% of students met or exceeded grade level standards

5th grade-41% of students met or exceeded grade level standards

Overall 45% of students met or exceeded standards

Overall 26% of students nearly met standards

The 2021-2022 CAASPP scores for 3rd-5th grade students indicate the following for Math:

3rd grade-36% of students met or exceeded grade level standards

4th grade-46% of students met or exceeded grade level standards

5th grade-29% of students met or exceeded grade level standards

Overall 37% of students met or exceeded standards

Overall 37% of students nearly met standards

Average scale score comparisons for 3rd grade show an increase of 45.6 points, an increase of 45.9 points for 4th grade, and an increase of 26 points for 5th grade. Additionally, our 4th grade students surpassed the State's cut point of 2485 by .7.

*These scores surpassed the districts' scores for the same grade levels.

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Another highlight of greater progress is the data gathered from the yearly student survey. Results indicate that 71.4% of 5th grade students who took the survey feel safe at school. Even more impressive, 76.1% of 5th grade students who took the survey felt like they were a part of the school.

Assessment of Needs and Performance Gaps

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. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific

examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

Due to the COVID-19 pandemic, as expected, our students experienced significant learning loss, and we will continue to take the following steps to ascertain to what degree:

Multiple measures will be used to assess learning loss from the past two years, and in monitoring potential learning loss that occurred during those two school years. To measure current learning loss, teachers will use the following protocol:

Gather available assessment information on current students from Fall, 2022, through Spring, 2023, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught. Students will again be assessed using the same multiple measures, as appropriate, for which there is data.

The difference in scores will be determined as 2022-23 academic growth.

The 2022-23 academic growth will be compared to what would have been constituted a year's growth for those assessments.

This protocol is intended to uncover what students already know and may lack in order to focus on accelerated learning experiences.

This same protocol will be used to measure learning loss after the conclusion of the school year with a particular focus on unduplicated students in need of intervention and additional supports.

Formal progress monitoring will take place each trimester. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. This will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

The results of the iReady Diagnostic 1 Assessment given in September/October, 2022, shown below, indicate that, in reading, 39% of students are at risk of needing Tier 3 support and interventions. The primary areas in need of support are vocabulary and comprehension of informational text. In math, the percentage of students at risk of Tier 3 support is 40%, especially in the areas of geometry and measurement and data.

Overall placement, reading: Tier 1 -- 16%; Tier 2 -- 45%; Risk of Tier 3 -- 39%

Grade K*: Tier 1 -- %; Tier 2 -- %; Risk of Tier 3 -- % *(not assessed at this time)

Grade 1: Tier 1 -- 3%; Tier 2 -- 87%; Risk of Tier 3 -- 11%

Grade 2: Tier 1 -- 0%; Tier 2 -- 41%; Risk of Tier 3 -- 59%

Grade 3: Tier 1 -- 28%; Tier 2 -- 15%; Risk of Tier 3 -- 58%

Grade 4: Tier 1 -- 13%; Tier 2 -- 52%; Risk of Tier 3 -- 35%

Grade 5: Tier 1 -- 33%; Tier 2 -- 25%; Risk of Tier 3 -- 41%

Domains -- Highest Tier 1: Phonological Awareness, followed by High Frequency Words. Most Tier 2: Vocabulary followed by Comprehension in Informational Text and thirdly, Comprehension in Literature. Most Risk of Tier 3: Vocabulary, followed by Comprehension, Informational Text and Phonics.

Changes: The difference between 2021 and 2022 Reading Diagnostic 1 assessments show that the overall percentage of students in grades K-5 who scored three or more grade levels below standard increased from 9% to 11%. The school also looked at cohorts of students,

comparing the current year to the same group's prior year results. The 2022 fourth grade cohort increased from 16% to 33% scoring early on, mid or above grade level overall. Diagnostic 1 2021 results indicated 15% of students were at or above grade level in reading compared to 16% at or above grade level in Diagnostic 1 2022 results.

Overall placement, math: Tier 1 -- 6%; Tier 2 -- 50%; Risk of Tier 3 -- 45%

Grade K*: Tier 1 -- %; Tier 2 -- %; Risk of Tier 3 -- % (not assessed at this time)

Grade 1: Tier 1 -- 0% Tier 2 -- 75%; Risk of Tier 3 -- 25%

Grade 2: Tier 1 -- 0% Tier 2 -- 33%; Risk of Tier 3 -- 67%

Grade 3: Tier 1 -- 0%; Tier 2 -- 43%; Risk of Tier 3-- 58%

Grade 4: Tier 1 -- 10%; Tier 2 -- 45%; Risk of Tier 3 -- 45%

Grade 5: Tier 1 -- 25%; Tier 2 -- 50%; Risk of Tier 3 -- 26%

Domains -- Highest Tier 1: Measurement and Data. Most Tier 2: Numbers and Operations. Most Risk of Tier 3: Geometry

Changes: The difference between 2021 and 2022 Math Diagnostic 1 assessments show that the overall percentage of students in grades K-5 who scored three or more grade levels below standard increased from 40% to 45%; however, the overall percentage scoring two levels below decreased from 56% to 50%. The school also looked at cohorts of students, comparing the current year to the same group's prior year results. Diagnostic 1 2021 fourth grade results had 8% of students performing at or above grade level. As fifth graders, for the 2022 Diagnostic 1, 25% of the students performed at or above grade level. Diagnostic 1 2021 third grade results had 0% of students performing at or above grade level. As fourth graders, for the 2022 Diagnostic 1, 10% of the students performed at or above grade level.

To address learning loss and to accelerate learning for all students, Malaga School will implement the following strategies:

- Contract with outside tutoring agency, Reading Corps to provide reading intervention to students in Kindergarten through third grade.
- Continue its extended learning (after school) program.
- Expand the use of iReady in ELA and math to accelerate learning for struggling readers and students experiencing math difficulties.
- Glass and Smith (1979) found that "class size differences at the low end of the scale [5 students v. 25 students] have quite important effects on achievement' resulting in nearly one-half a standard deviation in improvement. In order to provide students with more focused instructional reinforcement, paraprofessionals will work closely with the teachers to provide synchronous, small group or individual support to accelerate learning in ELA, math, and ELD. The progress monitoring and assessment processes described above will be used to determine small group placements, principally directed to students with disabilities and unduplicated pupils.
- IEPs, SST's, ELD, Speech services and RSP and any other interventions and additional supports will take place outside of core instructional blocks.
- Additional intervention and learning supports will be provided by the classroom teacher, intervention teacher, certificated tutor or an aide based on individual need.

Resource Inequities

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

None

Need Assessment: Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

The school consulted with educational partners in various capacities. Teachers provided input during staff meetings through discussion as well as through formal and informal surveys. Additionally student input was solicited through grade level representative as well as through a survey. Lastly, parent and community input was gathered during ELAC and School Site Council meetings on September 30, 2021, November 30, 2021, June 9, 2022 and September 13, 2022. Teachers, students and parents provided formal input throughout climate surveys during the third trimester of the 2021-2022 school year.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

After meeting with educational partner changes were made accordingly to the SPSA . The Positivity Project and PBIS Rewards was added this year to support our SEL and character education programs. This year we also added additional support to our students with the greatest academic needs with an intervention teacher and a certificated tutor. Teachers will also receive professional development in the areas of foundational skills, mathematics, and data analysis.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description

Amount

Total Funds Provided to the School for the SPSA Year Through the ConApp

\$135,872

Total Federal Funds Provided to the School from the LEA for CSI (if applicable)

\$0

Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$62,480

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

Title 1 expenditures summarized

Goals and Actions

Goal

Goal #	Description
1	<p>Fully engage families and the community in support of educational outcomes.</p> <p>Establish district-wide policies and procedures that ensure greater alignment and transparency in the development and implementation of District initiatives, programs, and practices. Developing and implementing a FUSD Communication Plan that creates greater alignment and coherence in District internal and external communication.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	MET -- Results Reported 4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2021, Survey]	MET -- Results Reported 4.1 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2022, Survey]			MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1=strongly disagree to 5 = strongly agree) for parent and family engagement [June, 2024, Report to the FUSD Governing Board]

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

CAASPP 2022 scores (3rd-5th grade):

ELA (2021-2022)

3rd grade-26% of students met or exceeded grade level standards; a decrease of 1% from the previous year
4th grade-69% of students met or exceeded grade level standards; an increase of 35% from the previous year
5th grade-41% of students met or exceeded grade level standards; a decrease of 5% from the previous year

Overall 45% of students met or exceeded standards; and increase of 11% from the previous year
Overall 26% of students nearly met standards; a decrease of 1% from the previous year

Math (2021-2022)

3rd grade-36% of students met or exceeded grade level standards; an increase of 17% from the previous year
4th grade-46% of students met or exceeded grade level standards; an increase of 19% from the previous year
5th grade-29% of students met or exceeded grade level standards; an increase of 9% from the previous year

Overall 37% of students met or exceeded standards; an increase of 15% from the previous year
Overall 37% of students nearly met standards; a decrease of 6% from the previous year

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

After analyzing the state assessment data from grades 3-5, the following observations were made:

Data from 4th grade indicates a significant increase (35%) of students who met or exceeded the CA state standards in the area of ELA
Data from 3rd and 5th grade indicate a slight decrease (1% and 5%) of students who met or exceeded the CA standards in the area of ELA
Data from 3rd, 4th, and 5th grade indicate noticeable increase (17%, 19%, and 9%) of students who met or exceeded the CA standards in the area of Math

After analyzing the iReady Reading diagnostics and comparing baseline data to final diagnostic data, there was a significant increase overall of students who were at or above grade level in from 15% to 46%, an increase of 31%

After analyzing the iReady Math diagnostics and comparing baseline data to final diagnostic data, there was a significant increase overall of students who were at or above grade level in from 4% to 37%, an increase of 33%

The actions/services effectively contributed to the increased scores as measured by the CAASPP and iReady scores.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to provide family engagement nights throughout the year as well as provide translators for various family activities to support our parents and students. Additionally, in action 4, we will utilize FCSS and Fresno State Parent University to provide parent workshops based on the needs of our educational partners as expressed during SSC and ELAC meetings as well as on the parent surveys.

Identified Need(s) for 2022-2023

An explanation of why the school has developed this goal and related actions.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." While relationships between Malaga School and the families we serve are overwhelmingly positive, as evidenced by parent survey results, the School recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Actions for 2022-2023

<u>Action #</u>	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Improve Communication to School Educational Partners	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, Malaga School will develop a school wide plan for increasing parent engagement through opening lines of communication with the community by expanding the use of: Communication systems and applications Various social media platforms and tools including -- ParentSquare Fowler SuperGram Twitter School Newsletters-weekly Classroom Newsletters Malaga School website	Principal		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
2	Increase Community Outreach and Family Engagement	<p>The School will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through increased family engagement, through the development of:</p> <p>Stakeholder advisory meetings:</p> <ul style="list-style-type: none"> • English Learner Advisory Committee • School Site Council <p>The information garnered at the stakeholder advisory meetings will be disseminated and discussed at:</p> <ul style="list-style-type: none"> • School staff meetings • Email correspondence <p>To support academic gains and to close achievement gaps on state and local assessments through increased family engagement, the School will provide family engagement opportunities principally focused on the families of high-needs' students, and including families of students with exceptional needs, K-5:</p> <ul style="list-style-type: none"> • Parenting Workshops 	<p>Principal Technology Coach Classroom Teachers RSP teacher Reading Corps Tutors Instructional Aides Student Support Specialist</p>	<p>Malaga staff will provide opportunities for students and families to participate in family nights promoting various academia such as Literacy Night, Math Night, Technology Night, and Art night. Materials and supplies such as books, manipulatives, and art kits will be needed to implement these nights. Incentives will also be used to promote attendance at these events.</p> <p>(Math Night, Literacy night, tech night, art night:</p> <ul style="list-style-type: none"> • materials and supplies • incentives) 	<p>Title III Immigrant Education Program 4000-4999: Books And Supplies 2000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> • Family Nights • Back to School Night • Open House • Academic Awards • STEM, Literacy, Math, Art, Technology, etc. 			
3	Address the Needs of Our Learning Community	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, Malaga School will establish well-defined procedures to address the needs of our students, staff, and community, procedures will include, but not be limited to:</p> <ul style="list-style-type: none"> • Translation services for communications at family events • Maintaining welcoming environments • Support family liaison • Information about how to access school and community resources to support family health 	Principal Director of Student Services Home School Liaison Office Manager	Translators are utilized to assist with addressing the needs of our community. Translators are typically utilized during Back to School Night held at the beginning of the year and during Parent Conferences in the Fall and Spring time.	<p>Title I 2000-2999: Classified Personnel Salaries 200</p> <p>Title I 3000-3999: Employee Benefits 65</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>and wellness and enhance behavioral and academic success for students</p>			
4	Partner-Informed Decision Making	<p>The CDE Family Engagement Framework, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school."</p> <p>Malaga School is committed to improving outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures through increased family engagement. To that end, we will provide activities which include, but are not limited to: FCSS Parent Workshops Fresno State Parent University</p> <p>and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.</p>			<p>Title I 4000-4999: Books And Supplies 2500</p>

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive environment that will improve student outcomes and close performance gaps.</p> <p>Provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	<p>MET -- Results Reported</p> <p>4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p>	<p>MET -- Results Reported</p> <p>4.1 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p>			<p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement</p>
Attendance	<p>All Students -- 95%</p> <p>[2019-20 District Attendance Calculations]</p>	<p>All Students -- 90.05%</p> <p>[2021-22 AERIES data]</p>			<p>All Students -- 97%</p> <p>[District Attendance Calculations]</p>
Suspension Rates	<p>All Students –0%</p> <p>Hispanic – 0%</p>	<p>All Students –0%</p> <p>Hispanic – 0%</p>			<p>All Students – 0%</p> <p>Hispanic – 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American – 0% Asian -- 0% White – 0% Two or More races – 0% SED – 0% EL – 0% SWD – 0% Foster Youth -- 0% Homeless Youth – 0% [2019-20 DataQuest]	African American – 0% Asian -- 0% White – 0% Two or More races – 0% SED – 0% EL – 0% SWD – 0% Foster Youth -- 0% Homeless Youth – 0% [2020-21 DataQuest]			African American – 0% Asian -- 0% White – 0% Two or More races – 0% SED – 0% EL – 0% SWD – 0% Foster Youth -- 0% Homeless Youth – 0% [2023-24 DataQuest]
Chronic Absenteeism	All Students – 16.51% Hispanic – 15.51% Asian – 7.14% White – 35.0% SED – 16.04% EL – 18.64% SWD – 15.38% [2019-20 CALPADS Report 14.1]	All Students – 26.2% Hispanic – 27.3% Asian – 8.3% White – 13.3% SED – 27.3% EL – 24.6% SWD – 36.0% [2020-21 DataQuest]			All Students – 10% Hispanic – 10% Asian – 5% White – 10% SED – 10% EL – 10% SWD – 10% [CALPADS Report 14.1]
Expulsion Rate	0% [2019-20 DataQuest]	0% [2020-21 DataQuest]			0% [2023-24 DataQuest]
School Climate Survey: % of Students Feeling Connected to School	68% of students surveyed responded that they feel connected to school	76.1% of students surveyed responded that they feel connected to school [2021-22 Student Survey]			90% of students surveyed responded that they feel connected to school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey: % of Students Feeling Safe at School	46% of students surveyed responded that they feel safe at school (No students disagreed or strongly disagreed)	71.4% of students surveyed responded that they feel safe at school [2021-22 Student Survey]			85% of students surveyed responded that they feel safe at school
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	Malaga School site "Exemplary"	Malaga School site "Exemplary" [2021-2022 FIT]			Malaga School site "Good" or better

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

We were generally able to implement the actions in Goal 2 as planned. Social-emotional learning supports were increased through the work of the Student Support Specialists. Physical health and mental health issues were mitigated, as much as possible, by the support available from the LVNs. Attendance supports were in place, including Positive Based Intervention and Support (PBIS), the School Attendance and Review Board (SARB), and the use of Parent Square to allow better communication regarding student attendance. Low-Income students, Foster Youth, and English Learners availed themselves of transportation to and from school for extra-curricular activities outside of normal school hours, as many of those students do not have access to private transportation. In relationship to Action 2.7, we intentionally focused on providing safe and positive learning environments for students. Facilities were maintained, including the frequent changing of air filters and cleanings in student learning spaces, to provide clean environments for students to learn in. Even though the COVID 19 pandemic hit the school transportation industry hard, Malaga School students were provided transportation, as needed, for extracurricular activities, as related to Action 2.8. Limited social and emotional learning (SEL) professional learning was offered, but it was not implemented systematically with whole site professional development sessions. However, Student Support Specialists were able to provide informal professional learning for teachers, individually, depending on the needs of their students. On an as-needed basis, the Specialist met with teachers individually to develop and implement specific strategies tailored to meet the needs of targeted students.

All other actions were implemented as expected.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The support of a Student Support Specialist provided the additional scaffolding for social-emotional support for the students and staff. The ability to electronically submit work orders when needed also increased the effectiveness of providing a safe school environment. The actions to decrease chronic absenteeism indicate a lack of effectiveness based on the data.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on analysis of data the following changes will be made through the use of the Student Support Specialist, the SARB committee members including the home/school liaison, and student and parent engagement. Making connections and communicating regularly with the parents will be a regular focus for all staff including office personnel, teachers and administration.

Identified Need

An explanation of why the school has developed this goal and related actions.

Fundamental to our students' success is regular school attendance. Most of the metrics related to this goal, such as Chronic Absenteeism, Suspension Rates, and Attendance Rates are associated with school attendance. At the very heart of those metrics are perceptions of School Connectedness and Safety. Research has made clear that students who feel that they are a part of our school, and are safe there, are far likelier to be successful. "School connectedness is an important protective factor for many students. It influences regular school attendance, which is key to improved education and health outcomes. Connectedness also reduces risk-taking behaviour and violent and antisocial behaviour, as well as the likelihood of emotional problems." *. Our experience at Sutter Middle School confirms the research.

Our most recent (2021-22) student survey data show that more than three-quarters (76.1%) of the students who responded agreed that they felt connected to school. Feelings of safety at school were confirmed by 71.4% of students. We are pleased with the increases from last year, and believe that all students should feel connected to school and safe there in order to enhance their likelihood of academic success and effective social-emotional skills. The actions gathered in this goal are designed to raise to even higher levels our students' connectedness and feelings of safety so they can be even more successful.

* <https://pursuit.unimelb.edu.au/articles/why-is-school-connectedness-so-important>

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Access to Services	<p>Malaga School is committed to improved outcomes in academic performance and school engagement for our students and to close gaps on the state and local measures listed in the metrics for this goal, through creating a plan to support students' health at school. We will provide contracted health services for LVN support for students, and information on access to health services both on-campus and off-campus through local agencies that provide wrap-around services to students with health needs.</p>		<p>Provide students in grades 3-5 with hygiene packets during the first 6 weeks of school</p> <p>Vision and hearing exams school wide</p> <p>Provide Kindergarten students with dental kits and Oral Health Assessment through Fresno EOC program</p>	<p>Lottery: Instructional Materials</p> <p>200</p>
2	Social and Emotional Learning and Supports	<p>Malaga School is committed to improved outcomes in academic performance and school engagement for our students, and to close gaps between Low-Income students, English Learners, and Foster Youth and the Overall student outcomes on the state and local measures listed in the metrics for this goal. We will accomplish this through creating a plan to support students' mental health at school, and creating school environments that welcome and support all of our student populations by:</p> <p>Hire and/or retain intervention and support staff, including</p>	<p>Director of Student Services Principal Student Support Specialist Classroom Teachers</p>	<p>Trimester 1: Review school-wide behavior instruction and support system and restructure based on needs.</p> <p>Monthly:</p> <ul style="list-style-type: none"> • provide character lessons in classrooms focused on FUSD pillar of the month • Select, celebrate, and honor 1 student 	<p>District Funded</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>Student Support Specialists, to provide behavior intervention and support, principally directed to unduplicated students in grades K-5, their parents, and the staff who work with them. Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</p> <p>Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.</p> <p>Provide character lessons in classrooms focused on FUSD pillar of the month supported by the Positivity Project program Select, celebrate, and honor one student per classroom for Student of the Month based on character pillar of the month</p> <p>Review behavior data and offer support (i.e. counseling, social groups, etc.)</p> <p>Celebrate, honor, and provide lessons focusing on cultural diversity</p>		<p>per classroom for Student of the Month based on character pillar of the month</p> <ul style="list-style-type: none"> • review behavior data and offer support (i.e. counseling , social groups, etc.) • Celebrate, honor, and provide lessons focusing on cultural diversity • Utilize lessons from the Positivity Project 	
3	Meeting the Needs of Homeless Students	To support improved student outcomes in academic performance and school engagement, and to close gaps	Director of Student Services Principal		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>on state and local measures, Malaga School will identify the needs of homeless individual students and families. The Family Liaison will collaborate on identification and providing targeted services to support the needs of those students.</p>	Home School Liaison		<p>Title I 4000-4999: Books And Supplies Homeless Students 100</p>
4	Student Behavior and Attendance Supports	<p>Recognizing the link between better attendance and success in school, Malaga School will address disparities in suspension and chronic absenteeism rates between all students and Low-Income students, English Learners, Foster Youth and students with exceptional needs by providing behavior support and intervention programs. These services will include:</p> <ul style="list-style-type: none"> • Positive Based Intervention and Support (PBIS) • Opportunities for Service Learning • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance. 	Director of Student Services Principal Home School Liaison	<p>Daily:</p> <ul style="list-style-type: none"> • Connect with parents of chronically absent students to determine best ways to support attendance. • Reach out to chronically absent students prior to start of school day or shortly after to encourage student attendance. • Recognize positive 	<p>District Funded 4000-4999: Books And Supplies Supplemental/Concentration Funds 12000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> • Campus supervisors to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates. 		<p>behavior with positive school bucks to redeem for prizes- PBIS Rewards</p> <ul style="list-style-type: none"> • Recognize positive student behavior with a positive behavior referral with a phone call home from principal <p>Monthly:</p> <ul style="list-style-type: none"> • Periodically include importance of school attendance in parent newsletter. <p>Trimester:</p> <ul style="list-style-type: none"> • Provide incentives to students for 	

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
				<p>exceptional attendance.</p> <ul style="list-style-type: none"> • Provide trimester reward to students who have not received a negative major behavior referral supplies/materials/incentives 	
5	Speech Services	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Malaga School will provide partially contracted speech therapy services from an outside agency for students in grades K-5.			District Funded
6	Foster Youth Supports	Malaga School is committed to support improved outcomes in academic performance and school engagement for Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through providing transitional services and supports to Foster Youth new to our school.	Director of Student Services Principal Student Support Specialist		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		The school will also provide social/emotional and academic supports for all our Foster Youth.			
7	Facilities	Malaga School custodial staff will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.			District Funded
8	Additional Transportation	Malaga School is committed to support improved outcomes in academic performance and school engagement for our students and to close gaps on the state and local measures listed in the metrics for this goal, through providing student transportation to and from school for extra-curricular activities that may be provided outside of normal school hours as many of our high-needs students do not have access to private transportation outside of school hours.			District Funded

Goals and Actions

Goal

Goal #	Description
3	<p>Provide high-quality instruction to increase student achievement and close performance gaps for all students.</p> <p>Engaging students through rigorous instruction based on high expectations for student achievement, while ensuring equitable access and culturally relevant learning experiences by delivering effective research-based instruction that challenges students to discover and learn; prepares students for college and career; empowers students to be persistent; and provides students with authentic and innovative learning opportunities based around cooperative, student-centered learning strategies that expand on individual student strengths, while fortifying areas of growth to propel students forward.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	All Students – 1.1 points below Students w/Disabilities – 60.2 points below English Learners – 1.6 points above Hispanic – 7.7 points below Low Income – 0.3 points below [2019 California School Dashboard]	Distance From Standard Data are not available for 2021. In lieu, California State Assessments: SBAC ELA Percentage Meeting or Exceeding 2021: All Students 36.7% Students w/Disabilities 41.6% English Learners 12% Hispanic 34.5% Low Income 30.8%			All Students – 12.1 points above Students w/Disabilities – 45 points below English Learners – 12.6 points above Hispanic – 7.7 points above Low Income – 12.3 points above [California School Dashboard]
California School Dashboard: Math	All Students – 22.4 points below	Distance From Standard Data are not available for 2021. In lieu, California State			All Students – 10.4 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	<p>Students w/Disabilities – 68.4 points below English Learners – 32 points below Hispanic – 28.9 points below Low Income – 22.8 points below</p> <p>[2019 California School Dashboard]</p>	<p>Assessments: SBAC Math Percentage Meeting or Exceeding 2021: All Students 24.7% Students w/Disabilities 54.5% English Learners 8% Hispanic 24.1% Low Income 20%</p>			<p>Students w/Disabilities – 56.4 points below English Learners – 20 points below Hispanic – 16.9 points below Low Income – 10.8 points below</p> <p>[California School Dashboard]</p>
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	<p>Dashboard English Learner Progress Indicator not reported for 2021. In lieu, 2021 ELPAC Summative Assessment levels are provided as data to indicate status:</p> <p>Well-Developed -- 6.6% Moderately Developed -- 39.3% Somewhat Developed -- 44.3% Minimally Developed – 9.8%</p> <p>[2021 ELPAC Summative Assessment]</p>	<p>Dashboard English Learner Progress Indicator not reported for 2021. In lieu, 2021 ELPAC Summative Assessment levels are provided as data to indicate status:</p> <p>Well-Developed -- 10.6% Moderately Developed -- 43.1% Somewhat Developed -- 39.3% Minimally Developed – 6.8%</p> <p>[2022 ELPAC Summative Assessment]</p>			<p>60%</p> <p>[California School Dashboard]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	20.5% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]	Waiting for data to be posted. [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]			25% [DataQuest, English Learner (EL) Data Annual Reclassification]
iReady Reading	Overall-Schoolwide 21% Mid or Above Grade Level 20% Early on Grade Level 44% One Grade level Below 9% Two Grade Levels Below 5% Three or More Grade levels Below [2021 iReady Diagnostic 3]	Overall-Schoolwide 26% Mid or Above Grade Level 20% Early on Grade Level 34% One Grade level Below 15% Two Grade Levels Below 4% Three or More Grade levels Below [2022 iReady Diagnostic 3]			28% Mid or Above Grade Level 22% Early on Grade Level 35% One Grade level Below 12% Two Grade Levels Below 3% Three or More Grade levels Below [2024 iReady Diagnostic 3]
iReady Math	Overall-Schoolwide 16% Mid or Above Grade Level 14% Early on Grade Level 54% One Grade level Below 11% Two Grade Levels Below 5% Three or More Grade levels Below	Overall-Schoolwide 20% Mid or Above Grade Level 17% Early on Grade Level 53% One Grade level Below 7% Two Grade Levels Below 2% Three or More Grade levels Below			22% Mid or Above Grade Level 18% Early on Grade Level 52% One Grade level Below 6% Two Grade Levels Below 2% Three or More Grade levels Below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2021 iReady Diagnostic 3]	[2022 iReady Diagnostic 3]			[2024 iReady Diagnostic 3]
Access to Standards-Aligned Materials: Reported to the FUSD Governing Board	100% of students had access to standards-aligned curriculum materials. MET	100% of students had access to standards-aligned curriculum materials. MET			100% of students have access to standards-aligned curriculum materials. MET
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State’s Self-Reflection Tool Reported to the FUSD Governing Board	3.7 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.	MET -- Results Reported 3.7 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. ELA – 4.2, Math – 4.1, ELD – 3.9 [Spring, 2022, Survey]			MET -- Results Reported 4.7 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2024, Report to Board]
Access to a Broad Course of Study:	All students had access to a broad course of study, including unduplicated	All students had access to a broad course of study, including unduplicated			MET -- Results Reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	pupils and students with exceptional needs were reported to the Board. [June, 2021, Report to Board]	pupils and students with exceptional needs were reported to the Board. [June, 2022, Report to Board]			All students will have access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. [June, 2024, Report to Board]
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies	100% of teachers appropriately credentialed and assigned. [June, 2021, Report to Board]	100% of teachers appropriately credentialed and assigned. [June, 2022, Report to Board]			MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2024, Report to Board]

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Due to hiring shortages across the nation brought upon by the COVID 19 pandemic, it was difficult to find substitute teachers to cover classrooms. The sub shortage impacted our school's ability to hold professional development sessions for teachers during the school year as originally planned in Action 3.15. Malaga School was able to hold some professional development sessions, but creative schedules had to be developed and the number of teachers attending those sessions was limited. There were a few instances where trainings with Fresno County content specialists had to be rescheduled due to lack of classroom coverage. This challenge extended to English Learner supports for designated and integrated professional development. We pulled one lead teacher from each grade level to attend an English Learner training provided by a county consultant and then those grade level teachers shared out their learnings with the rest of their teams during

student early release days. This model greatly reduced the amount of substitute teachers needed and still allowed our teachers to continue learning of English language development instruction. Action 3.4 was severely challenged by difficulties in hiring certificated tutors to support student learning. We had planned to hire a certificated tutor, but no qualified candidates applied for our position. It was also a challenge to hire additional instructional aides, as qualified applicant pools were slim. To address this issue, we offered increased hours to the preexisting instructional aides in order to strengthen supports for students.

All other actions were implemented as expected.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Based on the data in the above metrics, the actions previously implemented were effective. This data shows the most effectiveness in the areas of math and English Language Development with the biggest gains.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the evaluation of previous actions, similar actions will continue to be implemented with additional enhancements. The incorporation of an intervention teacher, certificated tutors and additional tutors will be used to help support students in intensive groups in English language arts and mathematics (Actions 4, 5). Professional development will continue to be a key component of equipping staff, both certificated and classified, with instructional strategies to support students during instruction (Action 14).

Identified Need

An explanation of why the school has developed this goal and related actions.

2021 SBAC assessment results showed significant gaps between overall performance and that of some of our student groups:

Met or Exceeded Standard in ELA Met or Exceeded Standard in Math

Overall 36.7% 24.7%

Low-Income students 30.9% 20.0%

English Learners 12.0% 8.0%

Students with Disabilities 41.7% 54.5% (It should be noted that for SWD, n=12, so results are often very volatile)

The actions described under this goal will be implemented to increase overall student outcomes and close the achievement gaps evident from the above data, so all students are performing at high levels. The school will specifically use Title I funds to provide:

- increase student support through the use of instructional aides and certificated intervention staff
- decrease the adult to student ratio during intervention support for students needing intensive support
- implementing quality tier 1 instruction

- incorporating research-based supplemental curriculum when applicable

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Qualified Teachers	To support academic gains and to close achievement gaps on state and local assessments, Malaga School will retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies, including clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.			District Funded
2	Standards-Aligned Curriculum	Malaga School will support academic gains and close achievement gaps on state and local assessments by providing all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of Fowler Unified Instructional Expectations. To additionally support academic gains and to close achievement gaps on state and local assessments, teachers will	Principal Teachers		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		place an emphasis on differentiated instruction where every student has a different learning path. We will enhance students' strengths and identify areas of growth in order to support students along their journey.			
3	English Language Acquisition	To support academic gains and to close achievement gaps on state and local assessments, Malaga School will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. Teachers will be provided professional development to support them in their instruction for designated and integrated ELD.	Principal Teachers		District Funded
4	Intervention and Support Staff	Malaga School is committed to support improved outcomes in academic performance and school engagement for our students, and to close achievement gaps on the state and local measures listed in the metrics for this goal. We will retain/hire staff to provide intervention and support for high-needs students and students with exceptional needs in grades K--5. These may include, but not be limited to:		<p>Daily:</p> <ul style="list-style-type: none"> Instructional aides will support classroom instruction through small group instruction, one to one reinforcement of 	<p>Title I 2000-2999: Classified Personnel Salaries 12820</p> <p>Title I 3000-3999: Employee Benefits 4180</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> • Intervention Teachers • Certificated Tutors • District Coaches • Guidance Instructional Specialists • Instructional Aides • SST Coordinators <p>We will also increase instructional aide FTE, increase Certificated Tutors FTE, and add Intervention Teachers to support student learning.</p> <p>Title I funds will be used to provide additional instructional aides to support classroom instruction through small group instruction, one to one reinforcement of skills and practice, and classroom monitoring.</p>		<ul style="list-style-type: none"> • skills and practice, and classroom monitoring • supplemental materials and supplies will be available to support with small group instruction and reinforcement of skills 	
5	Supplemental Learning Program	<p>Malaga School is committed to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal. To support those outcomes, we will use the iReady program, which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student</p>	Principal Teachers Tutors	<ul style="list-style-type: none"> • Supplemental programs such as Orton Gillingham and Benchmark Advance Phonics Intervention will be utilized to support 	<p>Title I 5000-5999: Services And Other Operating Expenditures 17000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>needs. Students will be provided summer access to the program in order to address learning recovery and acceleration.</p> <p>Title I funds will be used to provide supplemental programs such as Orton Gillingham and Benchmark Advance Phonics intervention program, that support the adopted curriculum to help bridge the academic gaps.</p> <p>Reading Corps tutors will be Title I-funded to support Kindergarten through 3rd grade students, daily, who meet qualifications for one-to-one tutoring.</p>		<p>the adopted curriculum to help bridge the academic gaps.</p> <ul style="list-style-type: none"> Reading Corps tutors will support Kindergarten through 3rd grade students daily who meet qualifications for one to one tutoring. 	
6	Library Support Services	<p>In order to improve outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal, Malaga School will work to continuously improve library services. Improved services will include:</p> <ul style="list-style-type: none"> Purchasing books, materials, and increasing 	Library Aide		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for high needs students.</p> <ul style="list-style-type: none"> • Staffing and training of library techs that enables educationally- and culturally-responsive library services. 			
7	Summer School	<p>Malaga School is committed to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal. We will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-5.</p>			District Funded
8	Supplemental/Intervention Materials	<p>To support academic gains and to close achievement gaps on state and local assessments, Malaga School will purchase supplemental and intervention materials, including technology-based instructional programs</p>	Principal		<p>Title I 4000-4999: Books And Supplies 20000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>and related costs, principally directed to provide interventions and additional supports for high-needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels.</p>			
9	English Learner Supports	<p>Malaga School is committed to support improved outcomes in academic performance and school engagement for English Learners and to close gaps on the state and local measures listed in the metrics for this goal. Our school will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Re-designated English Learner students who experience academic difficulties.</p> <p>These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs.</p>	Principal Teachers		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
10	Reducing Class Sizes	Our school is committed to support improved outcomes in academic performance for our students and to close gaps on the state and local measures listed in the metrics for this goal. To support that goal, we will hire and retain properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 4-5, to provide additional support to students.			District Funded
11	After School Program	Malaga School is committed to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal. To provide students opportunities for academic engagement to improve outcomes, we will provide an After-School Program organized by the Fresno County Superintendent of Schools.			District Funded
12	Technology Implementation	In order to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal, Malaga School will provide computer/mobile devices and improve technology	District IT Department		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>infrastructure for state standards technology implementation and related costs that increases access for high-needs students and students with exceptional needs.</p> <ul style="list-style-type: none"> • To ensure our high needs students have access to the internet outside of the classroom/school environment the district will make hotspots available when applicable. • Additional staff will be available to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for an extended period of time. 			
13	Access to a Broad Course of Study	All Malaga School students will have access to a broad course of study that includes ELA, math, ELD, as appropriate, social studies, science, arts, and PE. For students in grades 4-5, our school will ensure that interested students have access to a music program that includes, but is not limited to, choir and band.	Principal Teachers		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
14	Professional Development	<p>Malaga School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to promote learning for high-needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments.</p> <p>Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include, but not be limited to:</p> <ul style="list-style-type: none"> • Core Subject Areas • Special Education • Visual & Performing Arts • Technology • Differentiated Instruction <p>The District will provide teachers in grades 3-5 with additional time by hiring a P.E. teacher for</p>	Principal Teachers	Professional development in various areas such as English Language Development, iReady data analysis, and math instruction will be offered to teachers based on need and input. These trainings will be offered through various agencies such as FCSS, iReady team, and independent educational agencies.	<p>Title I 1000-1999: Certificated Personnel Salaries 3000</p> <p>Title I 3000-3999: Employee Benefits 615</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>those grades. Teachers will use that time for data review and collaborative planning to support high-needs students.</p> <p>Guiding Coalitions comprised of certificated teachers will meet throughout the year to review goals and determine how best to support and accelerate student learning.</p> <p>Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).</p> <p>Title I funds will be budgeted to provide additional site-specific professional learning activities.</p>			

Monitoring and Evaluating Effectiveness

A description of how the school will monitor and evaluate the plan to support student and school improvement.

Malaga Elementary will use a monitoring and evaluation tool developed by the district to track progress.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Public School Choice Transportation and Student Tutoring	2022/2023 school year	5000-5999: Services And Other Operating Expenditures		
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	2022/2023 school year	5000-5999: Services And Other Operating Expenditures		
Parental Involvement	2022/2023 school year	5000-5999: Services And Other Operating Expenditures		
Direct Services to homeless children	2022/2023 school year	4000-4999: Books And Supplies		
Administrative Reserve	2022/2023 school year	1000-1999: Certificated Personnel Salaries		

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date			
		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		
Indirect Costs	2022/2023 school year	5000-5999: Services And Other Operating Expenditures		

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$60,480.00
Title III Immigrant Education Program	\$2,000.00

Subtotal of additional federal funds included for this school: \$62,480.00

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

State or Local Programs	Allocation (\$)
District Funded	\$12,000.00
Lottery: Instructional Materials	\$200.00

Subtotal of state or local funds included for this school: \$12,200.00

Total of federal, state, and/or local funds for this school: \$74,680.00

Recommendation 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
.	English Learner Advisory Committee

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 30, 2021.

Attested:

Principal, Luisa Custodio Lopes on September 13, 2022

SSC Chairperson, Tera Dugan, SSC Chairperson on September 13, 2022

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tera Dugan, Chairperson	Parent or Community Member
Tyler Smith, Vice Chairperson	Classroom Teacher
Joshua Oatley, Secretary	Other School Staff
Ofelia Gonzalez	Parent or Community Member
Alexis Morelos	Parent or Community Member
Jozannette Rodriguez	Parent or Community Member
Quentin Wright	Principal Parent or Community Member
Luisa Custodio Lopes	Principal

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.

Instructions

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school.

Purpose and Description

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

Purpose

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

Description

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

Needs Assessment – Review of Performance

Evaluation of Greatest Progress

Using data from the California School Dashboard (Dashboard), local self-assessment tools, other data, stakeholder input, and appropriate other information, describe the areas of successes and/or progress toward SPSA goals of which the school proudest. Include specific examples of how actions targeted to high-needs student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups, have led to improved performance for these students and how the school plans to build upon these successes.

Evaluation of Greatest Needs and Performance Gaps

Using data from the California School Dashboard (Dashboard), local self-assessment tools, other data, stakeholder input, and appropriate other information, describe those areas that need significant improvement, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

If appropriate, include specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students. What steps is the school planning to take to address these areas with the greatest need for improvement.

Resource Inequities

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

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

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. EC Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

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

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

Budget Summary

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

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

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

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

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

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

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

Schools MUST include information regarding actions and/or services funded by ConApp allocations. Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

Goals and Actions

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal. *When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.*

Measuring and Reporting Results

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

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

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

Evaluation of Prior Year's Plan

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be evaluated from the previous year's Governing Board-approved SPSA. For example, for SPSA year 2022-23, review the goals in the 2021-22 SPSA. Moving forward, review the goals from the most recent past SPSA year. Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these action.
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Evaluate the effectiveness (did it work?) of each action/service to achieve the articulated goal as measured by the school.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

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

Identified Need

Describe the needs that are reflected by this goal and its related actions. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Describe the process for identifying “evidence-based” actions.

[To help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement, the Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under the Every Student Succeeds Act (ESSA), this means “evidence-based interventions.” ESSA programs encourage schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied to CSI, TSI, and ATSI schools are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.]

Actions

Actions

For the current SPSA year, identify the actions to be performed to meet the described goal. Actions that are implemented to achieve the identified goal should be grouped together. Schools may number the actions using the “Action #” box for ease of reference. Actions will often be adapted from the LEA’s LCAP for the same goal.

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

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

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

Person(s) Responsible

For the actions to be performed to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

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

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

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

Monitoring and Evaluating Effectiveness

Describe how the school, staff, stakeholders – including the SSC and ELAC, is applicable – and LEA will regularly monitor implementation of the actions described under the goal. Monitoring should be on-going and include quantitative or qualitative information that can be used to adjust or adapt the plan to meet students’ needs. Include a description of the process the school will use to conduct its Annual Evaluation of the plan.

Centralized Services for Planned Improvement in Student Performance

This table identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed must align with the amounts listed in the district’s ConApp.

Programs Included in This Plan

Indicate the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.

Recommendations and Assurances

Complete this section of the SPSA prior to submission to the district Governing Board for approval.

SSC Membership

Indicates the membership of the SSC to document its composition.

Appendix A**The SPSA Template**

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of California Education Code for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include. Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE "School Plan for Student Achievement" presentation, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Appendix B

Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- I. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and

- iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix C

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix D

Select State and Federal Programs

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

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

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

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

A. Developed by the California Department of Education, January 2019

Appendix E

GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to EC 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to EC 52176 (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals and Actions

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California Department of Education, February, 2019.