

Malloch Elementary

10621666006381

Principal's Name: Michiko English

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michiko English	X				
2. Chairperson – Jordan Esraelian		X			
3. Sherry Noble		X			
4. Kami Farmer		X			
5. Rebecca Seay			X		
6. Reid Gromis				X	
7. Ryan Kalashian				X	
8. Liz Garvin				X	
9. Margaret Ann Shamshoian				X	
10. Saeng Bunsy				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: **DNQ**☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michiko English		4-27-2023
SSC Chairperson	Jordan Esraelian		4-27-23

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$26,640 *
7090	LCFF Supplemental & Concentration	\$99,722
7091	LCFF for English Learners	\$9,072
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$9,758</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$145,192

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$888
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$25,752</u>
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Total Title I Allocation	<u>\$26,640</u>
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Malloch Elementary 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		12 pts	2021-2022	15 pts
SBAC ELA - percentage of students met/exceeded standard	✓		56.54 %	2021-2022	62.64 %
SBAC Math - Average distance from standard	✓		-16 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		41.4 %	2021-2022	50.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: Professional Learning Communities

Summary of Actions

- Grade levels were allotted one hour per week for a total of 32 hours.
- Many grade levels went well beyond this time to complete PLC work.
- The focus of this work was on student analysis of Common Formative Assessments. Each grade level 1st - 6th was able to analyze common content misunderstandings, re-teach, and reassess students.
- The average growth from 1st assessment to 2nd assessment was 15%.
- Instructional Practice Guides were available as a reference, but not widely used to drive instructional decisions
- Use of Common Core Companion to guide instructional decisions.
- Equity in grade practices was implemented in grades 3-6, and in 2nd grade S2
 - Eliminating Zeros/Minimum Grading
 - Retakes

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Overall Academic Achievement

IReady Reading

D2

AA - 36%

Hispanic - 43%

White - 55%

Math

D2

AA - 20%

Hispanic - 22%

White - 40%

- Make-up Days
- 23% of students in grades 4-6 received a quarter grade of D or F in Reading in semester 1
- 23% of students in grades 4-6 received a quarter grade of D or F in Math semester 1
- More opportunities to use presentation skills regarding real-world problem-solving.

Summary - Effectiveness

Professional Learning Communities continue to be strong action. PLC groups are getting better at identifying instructional practices that best meet the needs of their students. In addition, the assessments being used better reflect the intent of the standards and learning targets for each grade level.

Students

- Student I-ready and Common Formative Assessment scores indicate that teacher collaboration was effective.

Diagnostic 1 (Fall)

Reading

16% - Mid or Above Grade Level
19% Early on Grade Level
45% One Grade Level Below Grade Level
13% Two Grade Levels Below
7% Three or more Grade Levels Below

Diagnostic 2 (Winter)

Reading

30% - Mid or Above Grade Level
26% Early on Grade Level
32% One Grade Level Below Grade Level
6% Two Grade Levels Below
5% Three or more Grade Levels Below

Diagnostic 1 (Fall)

Staff

- Grade-level collaboration is extremely important.
- 91% of staff members rated PLC work to be very/somewhat effective.
- Student work analysis during PLC meetings supported student growth.
- Common Formative Assessments helped drive instructional decisions to support both struggling and students who have shown mastery of the content.

Families

- I-ready Diagnostic results are shared with families so that they can monitor their child's progress.
- Students have access to their "MyPath" at home and at school.

Action 2: Comprehensive Reading Intervention Program

2022 SBAC - current enrollment

ELA

-9.34 - School-wide distance from standard
53% Met/Exceeded
AA -35.85 from standard
Hispanic -22.07 from standard
White 8.58 from standard

Math

-28.09 school-wide distance from standard
38% Met/Exceeded
AA-79 from standard
Hispanic -37.99 from standard
White -4.76 from standard

The ASP will assist in closing our achievement gap. The use of our RCA will assist students with social and emotional issues. We will also explore other district resources to help fill this gap.

Action 1 - Professional Learning Communities

- D and F letter grade averages for S1

ELA

4th 25%, 5th 21%. 6th 23%

Math

4th 24%, 5th 17%, 6th 28%

Further analysis to determine the D and F rates within our major subgroups is needed to determine the effectiveness of our new grading procedures.

Action 2: Comprehensive Reading Intervention Program

- Reading Lexile levels per text made reading and comprehension difficult for some students.
- Teachers used a variety of strategies to give students access to the text: read the whole group, read with partners (duos, trios, etc.)
- Progress monitoring of writing assessments began, but data is incomplete

Action 3 Personalized Learning

- Overall scores improved, and no inequities were found

Action 4: Math Intervention

- Teachers reported that the use of (2) CSUF Teaching Fellows supporting grades 4-6 was effective.
- Teaching Fellows are used for: small group intervention and monitoring of student work progress

This action was underdeveloped and needs to be defined.

- Certificated Tutor was hired to provide tier 3 literacy instruction in a pull-out model.
 - Students were first identified by I-Ready scores and then given the Benchmark Assessment System (BAS) assessment to determine participation.
 - Certificated tutor worked with groups of 4 to 5 students for 30 minutes 4 times a week.
 - (1) Teaching Fellow was allotted to work with Certificated Tutor to provide tier 3 reading intervention
 - CSUF Teaching Fellow worked with 2 to 3 students 5 days a week.
 - The instructional model used – Guided Reading
- Literature Focus
 - Each grade level read (4) literature books to/with their students
 - The following writing genres were taught alongside this literature:

Q1 – narrative

Q2 – informational

Q3 – opinion/argument

Q4 – informational

- Pre-writing and post-writing assessments were scored and recorded. Anchor papers were collected for future reference.
- Ortin-Gillingham/Cullinan intervention was provided to after-school students.

Summary – Effectiveness

Students

RTI results as of 12/15/22

1st Grade:

6 students - no growth

2 students – up 1 reading level

1 student – up 3 reading levels

1 student – up 4 reading levels

2nd Grade:

3 students – no growth (2 qualified for RSP)

5 students – up 1 level

1 student – up 2 levels

1 student – up 3 levels

1 student – up 5 levels

3rd Grade:

1 student – up 1 level

2 students – up 2 levels

1 student – up 3 levels

1 student – up 4 levels

1 student – up 5 levels

Kindergarten:

1 student – scored 90% on BAS and exited RTI

3 students - showed growth in letter and sound recognition

Staff

- 86% of staff rated this action as somewhat/very effective

Families

- Families were notified that their children would be participating in our early learning literacy intervention program and were given progress monitoring reports throughout the year.

Action 3 Personalized Learning

- Personalized learning strategies were incorporated into most classrooms.
- I-Ready 'My Path'
- Use of Scholastic and My path.
- Out of the following four instructional strategies, whole group and independent instruction were predominately used.
 - Whole group
 - Targeted small group
 - Collaboration
 - Independent

Summary – Effectiveness

Students

- I-Ready scores indicate this action has been effective (see above)

Staff

- 95% of staff rated this action as somewhat/very effective.

Action 4: Math Intervention

- A math intervention plan was not developed school-wide.
 - Grades 4-6 were given a CSUF Teaching Fellow to support small group instruction during the math/ELA block.
 - All grade levels were encouraged to establish a “no new” teaching time to support tier 2 instruction in the content area of math.

Summary – Effectiveness

Students

I-Ready Math Scores indicate growth

Diagnostic 1 (Fall)

Math

- 5% - Mid or Above Grade Level
- 12% Early on Grade Level
- 57% One Grade Level Below Grade Level
- 18% Two Grade Levels Below
- 9% Three or more Grade Levels Below

Diagnostic 2 (Winter)

Math

- 18% - Mid or Above Grade Level
- 18% Early on Grade Level
- 50% One Grade Level Below Grade Level
- 8% Two Grade Levels Below
- 7% Three or more Grade Levels Below

Staff

- Gaps in conceptual understanding and math fluency hinder grade-level understanding. ,

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Action 1: Professional Learning Communities** - Implemented as planned.
- Action 2: Comprehensive Reading Intervention Program** - Implemented as planned.
- Action 3 Personalized Learning** - Add i-Ready 'My Path', pass one lesson each week in reading/math- implemented as planned.
- Action 4: Math Intervention** - (2) teaching fellows supported grades 4-6, but no systematic intervention program was developed or implemented.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Action 1: Professional Learning Communities** - No change
- Action 2: Comprehensive Reading Intervention Program** - Lack of funding may limit the number of students being served through our Certificated Tutor (no funding for Teaching Fellow) otherwise no change. We will incorporate after-school tutoring/interventions for all students.
- Action 3 Personalized Learning** - No change

Action 4: Math Intervention - Significant changes are needed in this action to effectively support student achievement. We will fund the NextGen Math program.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Happy to see a focus on math. More opportunities to use presentation skills regarding real-world problem-solving.	2 ELAC: ELAC is a part of our SSC.	3 Staff: Staff took two surveys ranking actions and expenditures. Staff utilized Buyback and PLC time to review a draft of this document.
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Action 1

Title: Professional Learning Communities

Action Details:

In order to increase the percentage of students meeting and or exceeding ELA and Math standards, Malloch will focus on strengthening our **Professional Learning Communities (PLC's)**.

- Continue refining the practices of responding to the four guiding questions.
 1. What do we expect our students to learn?
 2. How will we know they are learning?
 3. How will we respond when they have not learned?
 4. How will we respond when they already know it?
- A student work-centered PLC protocol will be used to better focus on student learning and for teachers to share effective instructional practices.
- We will use the FUSD-adopted curriculum of Wonders and GOMath as our core resource for ELA and Math instruction. In addition, we will continue to refine our work to:
 - identify essential standards and keep our focus on ensuring all students show mastery.
 - align our instruction to identified targets.
 - create and administer Common Formative Assessments, CFA's to determine student progress and plan for intervention and or acceleration.
 - continue learning how to best implement depth and complexity into our ELA and Math instruction which includes focusing on the application of mathematics (GO Deeper and Think Smarter problems) and DOK level 3 and 4 questionings.

In addition, our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide for Literacy and Mathematics.

- While planning instruction, teachers will use the IPG guide to ensure best practices are in place. Our literacy focus will be on tenets 2b, 2c, and 3 and our mathematics focus will be on 2b, and 3.
- Professional development will be provided based on the instructional needs identified by the teaching and administrative staff.
- Teachers will incorporate strategies for acceleration/differentiation emphasizing work on depth and complexity

Grading for equity will be an ongoing discussion/practice.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC Meeting Protocols and Data Analysis Tools

CFA Calendars/Lesson plans

Owner(s):

Lead Teachers, Principal, VP

Timeline:

Weekly

By unit of study

Test

Details: Explain the data which will specifically monitor progress toward each indicator target

Common Formative Assessments/Data

Owner(s):

Teachers

Timeline:

At least twice during the quarter for ELA and Math

Details: Explain the data which will specifically monitor progress toward each indicator target

I-Ready/FSA/BAS Data/BPST/F.I.R.S.T (Scholastic)

Owner(s):

Teachers, Certificated Tutor, Principal, VP

Timeline:

I-Ready - 3 times a year

FSA - 3 times a year

BAS - 3 times per year

Details: Explain the data which will specifically monitor progress toward each indicator target

Wonders Curriculum Embedded assessments

Owner(s):

Certificated Tutor, Principal, VP

Timeline:

Twice a quarter

Details: Explain the data which will specifically monitor progress toward each indicator target

CAASPP Data

Owner(s):

VP, Teachers, Principal, TSA

Timeline:

Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC Data Chats to be conducted during grade level planning days.

Owner(s):

Teachers/Principal/VP

Timeline:

1 time per quarter

Details: Explain the data which will specifically monitor progress toward each indicator target

Student Goal Setting

Owner(s):

Teachers, Students

Timeline:

Weekly/Monthly/Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

IAB/FIAB Assessments

Owner(s):

Teachers

Timeline:

As needed throughout the school year, after the content has been taught

Details: Explain the data which will specifically monitor progress toward each indicator target

SST Meeting and notes

Owner(s):

VP, Teachers

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

ELPAC Examiners - Redesignation Data

Owner(s):

VP, Teachers

Timeline:

Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target

IPG for Literacy and Mathematics

Owner(s):

Teachers

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- (4) Release days for teachers to plan instruction
- (6) hours of supplemental contract time for teachers to plan before the school year begins
- Technology and technology software and technology repair
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for school-to-home communication and awards
- Books and other references

Specify enhanced services for EL students:

Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.

Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.

Examiners will be hired to assist in the ELPAC assessment of English Language Learners

Specify enhanced services for low-performing student groups:

We will continue with our structured RtI program to address learning gaps and to provide enrichment/acceleration.

Action 2

Title: Comprehensive Reading and Intervention Program (RtI)

Action Details:

- We will implement a K-6 comprehensive reading program (Tier 1) and provide intervention in a structured RtI model (Tier II and III) with an emphasis on early literacy in grades K-3.
- Tiered Support
 - **Tier 1** - Classroom instruction/personalized learning
 - **Tier 2** - An articulated Response to Intervention (RtI) model will be developed in the area of literacy to address gaps... A "no new teaching time" will be utilized as a time to focus on learning gaps and extensions.
 - **Tier 3** - Tier 3 instruction will be provided by a Certificated Tutor for early literacy instruction in either a pull-out or push-in model. These sessions will be at least 30 minutes in duration.
- A Certificated Tutor will be hired to work with students on early literacy skills in grades K-3.
- **Literacy focus** - Malloch will maintain a focus on literacy at each grade level with writing as a major strategy for comprehension... Students at each grade level will be exposed to (4) literature books (one per quarter). The Malloch staff will define how reading and writing (in service of comprehension) will be utilized quarterly during the Spring of 2023 for a rollout in August 2023.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target I-Ready Diagnostic Assessments	Owner(s): Teachers	Timeline: 3 times a year
Details: Explain the data which will specifically monitor progress toward each indicator target CFA Assessments and data collection protocols	Owner(s): Teachers	Timeline: 2 times a quarter for ELA
Details: Explain the data which will specifically monitor progress toward each indicator target Wonders Curriculum Embedded Assessments	Owner(s): Teachers	Timeline: As needed
Details: Explain the data which will specifically monitor progress toward each indicator target BAS/FAS/BPST/DIBELS Assessments	Owner(s): CT, Teachers	Timeline: As needed
Details: Explain the data which will specifically monitor progress toward each indicator target Literature Focus - student projects and writing	Owner(s): Teachers	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target CSUF Teaching Fellows - student literacy progress as measured by FSA	Owner(s): Kindergarten Teachers	Timeline: Monthly
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
• Certificated Tutor for early literacy support - CT will provide tier 3 support during RtI for grades K-3. • (1) CSUF Teaching Fellow to support kindergarten and or early literacy (RTI). • ELPAC Examiners will be hired to assist with assessments • Additional training on Orton Gillingham reading strategies • SST meetings will occur each month to support students who are struggling academically and or socially. One substitute teacher will be utilized to release the teacher to attend the SST meeting. • (2) substitute teachers (8 total days) to release teachers to attend MTSS meetings. • Publications will be purchased as needed, (Time for Kids, Scholastic News, Newsela, Raz Kids, etc.) • Books and other references		
Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:	
Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.	Our RtI program will address the needs of our students who have been identified as needing intervention.	
Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.		
Examiners will be hired to assist in the ELPAC assessment of English Language Learners		

Action 3

Title: Personalized Learning

Action Details:

We will incorporate and refine our personalized learning strategies. These strategies will be incorporated into our daily instruction.

The following components will be our focus:

- Flexible Content and Tools
- Targeted Instruction
- Data-Driven Decisions
- Student Reflection and Ownership

Within the PLI structure we have committed to focus on the following instructional strategies:

- Whole group
- Targeted small group (based on i-Ready and CFA data)
- Collaboration
- Independent

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

CFA Data and Data Analysis

Owner(s):

Teachers

Timeline:

twice per quarter for both ELA and Math

Details: Explain the data which will specifically monitor progress toward each indicator target

Blended learning lesson plans

Owner(s):

Teachers

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies
- PLI coaching and support

Specify enhanced services for EL students:

Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.

Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.

Examiners will be hired to assist in the ELPAC assessment of English Language Learners

Specify enhanced services for low-performing student groups:

The strategies of personalized learning will support all students; especially those students who may struggle with traditional methods of instruction.

- Whole group instruction
- Targeted small group instruction
- Collaboration
- Independent Practice

Action 4

Title: Math Intervention

Action Details:

A mathematics intervention program will be created to address gaps in foundational skills and grade-level essential standards.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target I-Ready Diagnostic results	Owner(s): Teachers, VP, Principal	Timeline: 3 times a year
Details: Explain the data which will specifically monitor progress toward each indicator target CFA Data analysis	Owner(s): Teachers, VP, Principal	Timeline: weekly at least 2 times per quarter
Details: Explain the data which will specifically monitor progress toward each indicator target Reflex Math data	Owner(s): Teachers	Timeline: Weekly
Details: Explain the data which will specifically monitor progress toward each indicator target I-Ready "My Path"	Owner(s): Teachers	Timeline: Weekly
Details: Explain the data which will specifically monitor progress toward each indicator target NextGen Math data	Owner(s): Teachers	Timeline: Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies
- NextGen Math
- Math Lesson Design strategies - professional development as needed by district coaches

Specify enhanced services for EL students:

Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.

Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.

Examiners will be hired to assist in the ELPAC assessment of English Language Learners

Specify enhanced services for low-performing student groups:

Teachers will provide targeted intervention during "No new teaching" time to students who score 2 or more grade levels below in mathematics on I-Ready Diagnostic assessments.

Next Gen Math will assist with instruction and assessments to narrow the focus on learning gaps and acceleration opportunities.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes (4) Days Planning x 21 **NO IEPs**	19,207.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts (6) Hours x 23 teachers	8,625.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	1,133.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Student Study Team Substitues **NO IEPs**	1,970.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books and references	3,591.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	984.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3255	Tutor will be used to improve student reading.	33,121.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Intervention Substitutes (2) per day	4,083.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	6,934.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation :	14,225.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495	Tutor will be used to improve student reading.	5,035.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	985.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,052.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: NextGen Math computer-based program. One-year subscription.	9,898.00

\$112,843.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	87 %	82.79 %	2022-2023	83.89 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: Student Engagement

Career and College Fieldtrips

- All grade levels went on Goal 2 field trips this year

Student Jobs132 students have jobs

Elective Wheel

- The Elective Wheel was held.

Drama

- Students participated in the play Alice in Wonderland.

Student Leadership

- Student Council elections were held and a council was formed.
- Student participated in regional student leadership conference
- Student council held a dry good drive and participated in Kids Day

Peach Blossom

- 21 students participated

Career Day/Multi-cultural fair

- No Career Day was held

Student Newspaper

- No student newspaper was developed

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student Jobs

- Every effort is made to include all students in a school-wide job. Those students who are not hired are given the opportunity to hold a classroom job.

Elective Wheel

- No inequities were found. Students signed up for the elective wheel of their choice. There was a random drawing for the order of grade-level sign-ups.
- A new class for the future might include teaching students to manipulate technology content.

Drama

- No inequities were found. Students tried out for parts and if they didn't get a part they were included in other areas of the production (stage crew/sound technicians)

Student Leadership

- No inequities found

Peach Blossom

- Better advertising of this event may increase participation

Career Day

- N/A - Not held

Student Newspaper

- N/A not produced
- In the future possibly have students use Blog or Sway instead of the School Newspaper, in order to teach 21st-century skills. (STEAM)

Field trips

Field trips

- Put various field trips here

Assemblies/Guest Speakers

- P.R.I.D.E Assemblies
- Read Across America
- EcoHero
- Walk Through California
- Walk Through the American Revolution
- Walk Through Ancient Civilizations

Science Olympiad

Effectiveness

All of these actions have a positive effect on our students and school community. Students not only enjoy participating in these activities , but they also look forward to them.

- All students participated by grade level - Not all grade levels go on the same number of field trips

Assemblies/Guest Speakers

- All students participated in these events - no inequities were found

Science Olympiad

- ? number of students participated
- Recruitment of students? Use ASP folks to support this event.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions implemented as planned except Career Day and Student Newspaper

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

No changes

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Possibly have students use Blog or Sway instead of the School Newspaper, in order to teach 21st-century skills. (STEAM)
Teaching students to manipulate technology content.

2 ELAC:

ELAC has folded into SSC

3 Staff:

Staff took two surveys ranking actions and expenditures.
Staff utilized Buyback and PLC time to review a draft of this document.

Action 1

Title: Student Engagement

Action Details:

- All students will be exposed to a wide variety of engagement activities and events that support student-centered and real-world learning experiences.
 - **Career and College field trips (District provided)**
Each grade level will take at least one field trip to a college or work-related venue. Teachers will design follow-up activities to process the information learned from each trip.
 - **Career Day**
 - Community volunteers will share their careers with students on a fun-filled day.
 - **Student Jobs**
 - Students will apply and interview for a variety of school community jobs
 - Students will learn that being dependable, responsible, and trustworthy are valuable traits in holding a real-world job.
 - **Elective Wheel**
 - Malloch will provide up to two 10-week Elective Wheel classes to each of the 1st-6th grade students.
 - Malloch provides all Pre-School, Transitional Kindergarten, and Kindergarten students the opportunity to showcase their artwork twice a year.
 - **Drama**
 - One drama production will be produced to expose students to the performing arts.
 - Students will choose a play and participate in all aspects of the production: acting, prompts, sound, lighting, etc
 - Provide costumes for students.
 - **Student Leadership**
 - Students will be given the opportunity to campaign and run for one of five student council positions: President, Vice-President, Secretary, Treasurer, and Historian.
 - Students in grades 3rd-6th will be given the opportunity to be classroom representatives to assist the council in providing feedback and work on community projects.
 - **Student Newspaper**
 - Students will produce an online newspaper/blog at least once per quarter.
 - **Field trips**
 - Teachers will explore other events and places to take students to support visual arts, science, and cultural diversity
 - **Assemblies and guest speakers**
 - Provide additional instructional experiences to support all curricular areas (Walk Throughs)
 - Provide costumes for students.
 - **Peach Blossom**
 - **Science Olympiad**

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

All student engagements will be tracked in our Atlas Engagement tool.

Owner(s):

VP, CCT

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Families will be invited to attend Showcase events - attendance will be monitored to determine any inequities.

Owner(s):

Teachers, VP, Principal

Timeline:

Twice a year/and as the events are held

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Material and supplies to maintain the various engagement activities and events, for example, play license, backdrop supplies...
- Teacher volunteers to employ students in various jobs
- Assembly speakers

Specify enhanced services for EL students:

- We will provide communication for families in their home language.
- English Learner Instructional strategies will be embedded as needed.
- We will provide integrated and designated instruction for all English Language Learners.

Specify enhanced services for low-performing student groups:

All students will be encouraged to participate in the various engagement opportunities.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	10 %	29.11 %	2022-2023	18.51 %
Suspension Rate - Semester 1	✓	0.81 %	2.58 %	2022-2023	2.25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Severely Chronic YTD - 3.7%

Chronic YTD - 40.7%

Severely Chronic by Ethnicity

AA- 0%, Hispanic - 0%, White - 14.3%

Chronic by Ethnicity

AA- 25%, Hispanic - 64.3, White - 14.3%

Cultural Proficient Practices

Staff implemented these practices

Multi-Cultural Experiences

Grade levels celebrated multicultural events in their individual classrooms

Social Action

P.R.I.D.E assemblies occurred 6 times throughout the year to support our guidelines for Success - Positive, Responsible, Inquisitive, Determined, and Ethical.

Our Guidelines for Success were combined with the six pillars of Character Counts.

Students earned PRIDE tickets for showing the appropriate behavior and could earn prizes with their tickets.

Each class conducted morning meetings to address social issues that arose throughout the school year.

Future ideas for improving absenteeism:

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Attendance rates were still being impacted during S1 by the pandemic.

A plan is needed to address the large percentage of Hispanic students in the chronic category.

Suspensions

We are currently looking into adding support for all of our students, in particular our African American students and our students with disabilities.

Additional Misbehavior Data

By location - classroom - 197, playground - 65, cafeteria - 16, hallway - 14, restroom - 9

By primary reason - defiance - 100, physical contact (minor)- 62, disrespect - 34, physical contact (major) - 32, profanity - 26

By ethnicity

Level 1 - AA- 18.9%, Hispanic - 49.5, PA- 1%, White 29.5%

Level 2 - AA- 15.2%, Hispanic - 71.7%, Two or more races - 4.14%, White 8.97%

Level 3 - AA- 6.59%, Hispanic - 62.6%, Two or more races - 24.18%, White 6.59%

We suspect that our playground misbehavior is lower than classroom behavior because our NTA's did not use the written referral form. The data is commiserated with our overall population.

- 1. Remind parents about Saturdayschool
- 2. Personal calls to families with Chronically and Severely Chronically absent students.
- 3. Additional RCA will be added to the school.
- 4. Having parents volunteer for structured games at recess.

Suspension Rate

2021-2022 Data

(12) suspensions were recorded for the school year.
(11) males, (1) female
(1) RSP student and (1) student with a 504
(11) were ED code 48900 -caused or attempted to cause injury
(1) was Harassment
(5) - Hispanic, (5) African American, (1) White

Summary - Effectiveness

Students

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Chronic Absenteeism

Attendance was severely impacted by the pandemic.

- Phone calls were made on a daily basis to clear absences.
- Communication came home each week either via phone message or online newsletter.
- RCA was on campus daily for 3.5 hours.

Suspensions

- (18) suspensions have been recorded as of 3/3/23.
- RCA worked with students on an as-needed basis with students needing tier 2 support
- Teachers conducted Morning Meetings each day to establish and maintain connections between teacher and student and student to student.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Chronic Absenteeism

- Connect with Parent University to provide information about the importance of attending school each day.
- Explore ways to reward students for improved attendance.

Suspensions

- We will maintain our RCA position and provide training: small group counseling etc.
- When African American students are suspended, we will reach out to A4 program for a referral.
- We will explore services with Fresno Street Saints for students who need additional support.
- Have NTA's write up student misconduct when issues happen outside at recess.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Include Saturday Academy. Personal calls to families with Chronically and Severely Chronically absent students. The gate will close at 8:15 am. Will fund 2-part time RCA's. Have NTA's write up student misconduct when issues happen outside at recess. Having parents volunteer for structured games at recess.	Our ELAC has folded into our SSC.	Staff took two surveys ranking actions and expenditures. Staff utilized Buyback and PLC time t review a draft of this document.

Action 1

Title: Chronic Absenteeism

Action Details:

In order to decrease the number of students who are chronically absent we will provide individual and school-wide interventions. Students who show improved attendance will receive recognition during quarterly awards (starting in quarter 2).

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance monitoring through Atlas
- Phone calls home daily to clear absences
- A positive Proof check in/out system will be used to track tardies

Owner(s):

Office Assistant, Teachers, TSA, Principal

Timeline:

Daily

Details: Explain the data which will specifically monitor progress toward each indicator target

Reward students for improved attendance.

Owner(s):

Office Assistant, CCT, VP, Principal

Timeline:

Quarterly starting at the end of quarter 2

Details: Explain the data which will specifically monitor progress toward each indicator target

Hire (2) 3.5 hour RCAs. Use these positions to increase student involvement and sense of belonging.

Owner(s):

RCA, Principal, VP

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Hire (2) Resource Counseling Assistants (0.4375/(3.5) hours daily/(17.5) hours per week) to support student sense of belonging and making healthy choices about academics and behavior.
- Ongoing communication with parents by Office Assistant, Teachers, Vice-Principal, and Principal
- Materials and supplies - rewards for improved attendance

Specify enhanced services for EL students:

- Translators will be provided to ensure non-English speaking parents understand the importance of attendance.

Specify enhanced services for low-performing student groups:

The Office Assistant and the Culture and Climate Team will monitor students who fall into the Chronic Absenteeism category. The Saturday Academy program will help to ensure students have the opportunity to make up absences (more Saturdays will be added as needed).

Action 2

Title: Suspensions per 100

Action Details:

In order to decrease the number of students suspended, we will look for alternate ways to engage students in school related activities.

In order to improve our practices and provide culturally responsive teaching we will continue our Cultural Proficiency training with an emphasis on:

- Cultural Proficient Practices,
- Multi-Cultural Experiences,
- Social Action

Reasoning for using this action:

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Suspension rates as reported in Atlas	Owner(s): Principal, Vice Principal, Teachers	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target Suspension Data and Student survey data - School sense of belonging	Owner(s): RCA, Principal, Vice Principal	Timeline: Daily (2 days per week)
Details: Explain the data which will specifically monitor progress toward each indicator target Hire (2) RCA's to work with students on tier 2 level behaviors.	Owner(s): RCA, Principal, Vice-Principal	Timeline: Monthly
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): - Student Academics (2) 3.5 hour Resource Counseling Assistants - Student Centered and Real World Learning - Student Jobs opportunities - Maintain a MTSS team to provide tier 2 support both academically and socially. - Provide substitutes on an as needed basis for teachers to attend MTSS meetings - Student Engagement - Hire (2) 3.5 hour Resource Counseling Assistants (RCA) to support student sense of belonging and making healthy choices about academics and behavior - Ongoing professional development for all staff members in Culturally Proficiency - Materials and supplies		
Specify enhanced services for EL students: Translators will be made available for parent conferences.	Specify enhanced services for low-performing student groups: The Culture and Climate Team will monitor students in this category. Professional development will be held to support teachers as they work with student misbehaviors. A system of re-entry will be put in place to support students coming back to school after a suspension.	

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,146.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource counseling to assist students.	13,493.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,222.00

\$29,861.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92 %	86.67 %	2022-2023	87.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Teacher Retention

- Focus on building relationships - connection before content.
 - Meetings began with energizer activities
- Extend beyond our PLC work to develop various methods to celebrate our work and share best practices.
 - CCT established the celebration of various groups during our PRIDE assemblies
 - Weekly "shoutouts" to staff members for their work and or accomplishments
- Provide clear and consistent weekly communication.
 - Communication came out weekly to all staff and the greater school community

Professional Learning

- Our ILT, PLCs, and CCT teams will work together to strengthen the effectiveness of Tier 1 support as measured by student attendance and behavior records.
 - We are still struggling with low attendance, we do not believe it is tied to instruction.
 - Student behaviors due to social-emotional issues/defiance are high. 197/301 so far this year were recorded within the classroom.
- Professional development will be provided to ensure we are providing effective Tier 1 whole-child instruction.
 - All professional development hours were allotted to the scoring of writing samples.
 - Buyback hours were allotted to math problem-solving.
- Our Climate and Culture team will develop no less than two school-wide goals. (Sense of Belonging and Teacher/Student Relationships).

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Teacher Retention -

- Staff composite does not reflect our school community. As openings occur we will recruit and hire qualified personnel that reflects our school population.

Professional Learning

- All teachers were given the opportunity to give input into professional learning topics.
- All teachers were given the opportunity to take school and winter break online classes on a variety of topics.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Teacher Retention - Occurred as planned

Professional Learning - Occurred as planned

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Teacher Retention - Continue to explore ways to celebrate all staff members

Professional Learning - Shift professional learning focus to mathematics

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

No idea at this time.

2 ELAC:

Our ELAC has folded into our SSC.

3 Staff:

Staff took two surveys ranking actions and expenditures.

Staff utilized Buyback and PLC time t review a draft of this document.

Action 1

Title: Teacher Retention

Action Details:

Teacher Retention

We will explore additional ways to maintain a positive and welcoming work environment.

- Focus on building relationships - connection before content.
- Extend beyond our PLC work to develop various methods to celebrate our work and share best practices.
- Provide clear and consistent weekly communication.

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Annual staff survey results

Owner(s):

All staff

Timeline:

Twice yearly

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff meeting/professional learning agendas

Owner(s):

Principal

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Weekly communications

Owner(s):

Principal, VP

Timeline:

Weekly and as needed

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff team building activities

Owner(s):

Staff

Timeline:

Quarterly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Celebrate successes quarterly with all staff on a quarterly basis: whole group lunch or dinner gatherings and or off-campus activities and events
- Continue Culturally Proficient training
- Materials and supplies
- Books and other references
- Team building prizes

Specify enhanced services for Staff in support of EL students:

- Every opportunity to hire staff members who have the specific skill set to work effectively with English Language Learners will be employed.

Specify enhanced services for Staff to support low-performing student groups:

Professional development on:

- English Language Development Standards
- Designated and integrated instruction

Action 2

Title: Professional Learning

Action Details:

- Our ILT, PLCs, and CCT teams will work together to strengthen the effectiveness of Tier 1 support as measured by student attendance and behavior records.
 - Professional development will be provided to ensure we are providing effective Tier 1 whole-child instruction.
 - We will strengthen our tier 2 options through our MTSS team.
- Our Climate and Culture team will develop no less than two school-wide goals. (Sense of Belonging and Teacher/Student Relationships).

Reasoning for using this action:

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Staff Survey results	Owner(s): CCT	Timeline: Yearly
Details: Explain the data which will specifically monitor progress toward each indicator target Student Survey results	Owner(s): CCT	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target CCT schoolwide goals	Owner(s): CCT	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Schoolwide attendance records	Owner(s): CCT, Office Assistant	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Schoolwide behavior records	Owner(s): CCT, Principal	Timeline: Quarterly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Student Academic
 - SEL lessons that teach cultural awareness and value diversity.
 - SEL support lessons from DPI and coaches
 - Student goal setting
 - Student incentives for improved academic achievement
- Student-Centered and Real World Learning
 - Celebrate our diverse culture with literature.
 - Provide our students with multicultural experiences
- Student engagement
 - Student SEL goal setting
 - Provide lessons that support: Social Awareness, Self-Awareness, Self Management, Growth Mindset, and Self-Efficacy.
 - Student incentives for improved behavior.
- Continued Cultural Proficiency training for staff members to focus on Culturally Proficient Practices, Multi-Cultural Experiences, and Social Action
- Materials and supplies associated with training
- Books and other reference to support SEL and Cultural Proficient instruction.

Specify enhanced services for Staff in support of EL students: English Language Learners will receive integrated and designated instruction to support their development.	Specify enhanced services for Staff to support low-performing student groups: Our Resource Counseling Assistant (RCA) will provide tier 2 support as needed.
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Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	92.83 %	2022-2023	93.93 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

2021-2022 Goal

By the end of the 2021-22 school year, 95% of parents will respond favorably to the question, My child's school provides a safe and secure environment for students to learn on the Family survey.

128 Family responses

93% Favorable on - My child feels safe at this school.

95% Favorable on - My child feels like they belong at this school.

We will provide a variety of events and activities to promote family engagement.

Events and activities include but are not limited to:

- Parent University courses - No participation
- Elective Wheel Showcase
 - Fall classes occurred as planned
 - The Community Showcase event was a huge success.
- Volunteer Program
 - Parents volunteered in primary classes (PK-2), but very few in upper grades
- Read Across America
 - Great success with this event - many community members participated
 - Collaboration with PTO
- Weekly communication
 - The written monthly newsletter went out via messenger (Smore) to all of the school community and was posted on the school website
 - Phone messages went out 3 times a month to all the school community
 - Teachers used various forms of communication via Dojo, email, Remind

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- No specific data were collected to determine participation rates except for Back to School Night and Open House.

- Parent Handbook
 - A handbook was given to all families
- Community Meetings and coffee hours
 - Morning coffee hours were held (3 times so far this year)
- Math and Science family events
 - None
- Family social events
 - PTO hosted the following: Dine out nights, Adult social, Sundaes with your VIP, PTO barbeque, carnival
 - The school hosted Back to School Night, Elective Wheel Showcase (2), and Open House
 - Read Across America

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- - Parent University courses - Lack of parent interest led to low attendance at previous sessions
 - Elective Wheel Showcase - Occurred as planned
 - Volunteer Program - Occurred as planned - lacked participation in upper grades
 - Read Across America - Occurred as planned
 - Weekly communication - Occurred as planned
 - Parent Handbook - Occurred as planned
 - Community Meetings and coffee hours - Three coffee hours were planned, but very low attendance.
 - Math and Science family events - Did not occur
 - Family social events - Occurred as planned
 - School Newspaper using digital literacy such as Blogs

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Parent University courses - Explore PU course offerings and promote these events for more participation.
- Elective Wheel Showcase - No change
- Volunteer Program - Promote more participation in all grades - Art Docent Program?
- Read Across America - No change
- Weekly communication - Add student newspaper?
- Community Meetings and coffee hours - Schedule one for each month and vary the hours they occur
- Math and Science family events - Schedule these events at the beginning of the school year - one per semester
- Family social events - No change - these events vary yearly
- Survey teachers to see if they would like a parent to volunteer in the classroom. Have parents work with students and not just staple things
- Possibly use a different sign-up method for things like 'Read Across America.'

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Survey teachers to see if they would like a parent to volunteer in the classroom. Have parents work with students and not just staple things. Use a different sign-up method for things like 'Read Across America.'	2 ELAC: Our ELAC has folded into our SSC.	3 Staff: Staff took two surveys ranking actions and expenditures. Staff utilized Buyback and PLC time t review a draft of this document.
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Action 1

Title: Family Engagement

Action Details:

By the end of the 2023-24 school year, 94% of parents will respond favorably to the question, My child's school provides a safe and secure environment for students to learn on the Family survey.

We will provide a variety of events and activities to promote family engagement.

Events and activities include but are not limited to:

- Parent University courses
- Elective Wheel Showcase
- Volunteer Program
- Read Across America
- Weekly communication
- Parent Handbook
- Community Meetings and coffee hours
- Math and Science family events,
- Family social events

Reasoning for using this action:	☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Attendance at each event/activity will be captured and analyzed for inequalities and or barriers in participation.

Owner(s):

CCT, VP

Timeline:

Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student job data will be monitored so that all students get the opportunity to hold a school job.	CCT	Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-wide communication will go out to advertise the various events and activities.	Teachers, VP, Principal	As events and activities occur.

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):		
• Student Academics: ◦ Back to School Night will include a technology component to teach parents how to navigate the Parent Portal and online curriculum sites. ◦ Quarterly academic awards assemblies will be held one week after each quarter ends. Opportunities for family members to share in their child's success at school will be explored. ◦ Continue to conduct Parent/Teacher conferences at least once in the Fall and as needed throughout the school year. • Student-Centered and Real-World Learning: ◦ Provide two 10-week Elective Wheel classes for every 1st - 6th-grade student. Students will choose their classes from a wide variety of STEAM options. ◦ Families will be invited to attend a showcase of elective wheel student projects, twice a year. ◦ Student job program will engage students and their families in school-wide community-building experiences. The number of jobs a student has will be monitored to ensure all students who want a job get one. • Student Engagement: ◦ Attendance at each event will be captured and analyzed to ensure we are engaging with as many families as possible. ◦ Resource Counseling Assistant (RCA) will proactively engage with students to promote student participation in activities and events (recess time). Material and supplies will be purchased to enhance the RCA's ability to engage students. • Parent Involvement ◦ Staff will actively look for and promote ways in which families can volunteer at the school site. ◦ Translators will be hired to assist in family communication. ◦ Graphics for school-to-home communication ◦ Copier ◦ Materials and supplies		
Specify enhanced services for Families of EL students:	Specify enhanced services for Families of low-performing student groups:	
• We will provide communication for families in their home language. • English Learner Instructional strategies will be embedded as needed. • We will provide integrated and designated instruction for all English Language Learners.	A participation analysis will be conducted to address any inequities. Based on these results we may provide additional • translation services, • transportation services, • attendance referral and outreach • referral to an outside social emotional support service.	

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement	888.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00

\$2,488.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0320 Malloch Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes (4) Days Planning x 21 **NO IEPs**	19,207.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts (6) Hours x 23 teachers	8,625.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	1,133.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Student Study Team Substitues **NO IEPs**	1,970.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books and references	3,591.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	984.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3255	Tutor will be used to improve student reading.	33,121.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Intervention Substitutes (2) per day	4,083.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	6,934.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation :	14,225.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495	Tutor will be used to improve student reading.	5,035.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	985.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,052.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: NextGen Math computer-based program. One-year subscription.	9,898.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,146.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource counseling to assist students.	13,493.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,222.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement	888.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00
							\$145,192.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$26,640.00
Sup & Conc	7090	\$99,722.00
LCFF: EL	7091	\$9,072.00
One-time School	7099	\$9,758.00
Grand Total		\$145,192.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$112,843.00
G3 - Increase student engagement in their school and community	\$29,861.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,488.00
Grand Total	\$145,192.00