

Malloch Elementary

10621666006381

Principal's Name: Michiko English

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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District Goals	
<p>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.</p>	
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 – Dee Dee Buchanan			X	X	
3. Suzanne Orr		X			
4. Kami Farmer		X			
5. Jordan Esraelian		X			
6. Sherry Noble		X			
7. Kimberly Sarment-Walder				X	
8. Kara Osbourn				X	
9. Maria Briggs				X	
10. Liz Garvn				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>1/2020</u> .

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		4/21/2022
SSC Chairperson	Dee Dee Buchanan		4/22/22

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 2022/23

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$22,454
7090	LCFF Supplemental & Concentration	\$86,078
7091	LCFF for English Learners	\$7,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$47,053
TOTAL 2022/23 ON-SITE ALLOCATION		\$163,185

* 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		\$872
Remaining Title I funds are at the discretion of the School Site Council		\$21,582
Total Title I Allocation		\$22,454

Malloch Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		52.03 %	2021-2022	60 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		36.46 %	2021-2022	45 %

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

- Professional Learning Teams were established by grade level
- 26/27 hours allotted by CBA were calendared for PLC meetings
- 13/26 PLC meetings were optional
- I-Ready School-wide Data

Reading - Fall 32% Winter 52%

Math - Fall 15% Winter 39%

- I-Ready Data by grade level (% meeting and or exceeding)

Reading

D1	D2
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K - 29%	68%
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1 - 17%	34%
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2 - 39%	54%
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2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Action 1 Professional Learning Communities

- Pandemic conditions made it challenging to meet as a grade level team.
- 13/26 scheduled meetings were optional

Action 2: Comprehensive Reading and Intervention Program

- Not all students who presented 2 or more years behind grade level were supported by CT
- Teachers held "No new learning time" while students receiving CT tier 3 support

Action #3 Personalized Learning

- All students were supported with PLI strategies and structures.

Overall I-Ready data in mathematics trails ELA scores by 15%, More support s needed for mathematics intervention.

Subgroup data (% met or exceeded)

African American - 4%

Hispanic - 8%

White 23%

3 - 36%	60%
4 - 35%	50%
5 - 23%	36%
6 - 51%	66%
Math	
D1	D2
K - 20%	47%
1 - 14%	40%
2 - 16%	42%
3 - 8%	34%
4 - 12%	33%
5 - 10%	20%
6 - 26%	47%

Summary - Effectiveness

Students -

- Student I-ready scores indicate that teacher collaboration was effective.

Staff -

- Grade level collaboration is extremely important. According to staff survey 73.7% of teachers responded that PLC work was somewhat or very effective.
- Student work analysis during PLC meetings supported student academic growth
- Common Formative Assessments help drive instructional decisions to support both struggling and students who have shown mastery of the content

Family -

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

Action 2: Comprehensive Reading and Intervention Program

- Certificated tutor was hired to provide tier 3 literacy instruction in a pull out model
 - Each grade level identified 4 to 5 students who needed tier 3 literacy support
 - Certificated tutor worked with each group of grade level students for 30 minutes 3 days a week.
 - Guided Reading strategies were used in grades K-3
 - Supplemental materials were used in grades 4-6 to support ELA standards and learning targets
- Literature Focus
 - Each grade level K-6 implicitly taught (4) novels, one per quarter
 - Students were taught to respond to grade level literature by using the following genres (expository, opinion, and narrative)



Summary - Effectiveness

Kinder: growth in letter recognition, growth in sight word recognition and beginning stages of blending

1st grade: 1 student – no growth

4 students – growth of 1 reading level

2nd grade: 3 students – no growth

1 student – growth of 2 reading levels

3rd grade: 1 student – no growth

3 students – growth of 1 reading level

1 student – growth of 2 reading levels

4th grade: 1 student – no growth

2 students – growth of 1 reading level

1 student – growth of 3 reading levels

5th grade: 4 students – growth of 1 reading level

6th grade: At camp, testing will take place 3/15-3/17

Students

- Students who scored 2 or more grade levels behind in their overall I-Ready Reading Diagnostic were identified as needing tier 3 support either with their teacher or the certificated tutor.

Staff

- Certificated tutor used BAS to monitor and report student progress
- Not all students who presented 2 or more grade levels behind in reading were able to attend RTI with the certificated tutor.
- All teachers held a "no new teaching time" at least 3 times a week to ensure all students received tier 1 instruction
- Additional groups of tier 3 instruction were added as staffing permitted

Family

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

Action #3 Personalized Learning

- Flexible Content and Tools
- Targeted Instruction
- Data Driven Decisions
 - Each grade level administered Common Formative Assessments (CFAs)
 - CFA data was analyzed and information gained was used to either extend and or provide intervention
- Whole group instruction
 - This was the main strategy used
- Targeted Small group instruction
 - This strategy was evident in all classrooms

- Collaboration
 - This strategy was evident in all classrooms
- Independent
 - This strategy was evident in all classrooms

Summary - Effectiveness

Students

- Students get opportunities to work collaboratively, in small targeted groups and at their own pace using a variety of learning strategies

Staff

- Personalized learning strategies help ensure all students receive individualized instruction at their level.

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

- Due to the lack of substitutes, the (4) planning days were abandoned and planning time was given through supplemental contracts
- Optional PLC time posed challenges for some grade levels

Action #2 Comprehensive Reading Intervention Program

- This action was carried out as planned.

Action #3 Personalized Learning PLI

- This action was carried out 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 2022-23 SPSA.

Action #1 Professional Learning Communities

- Professional Learning Communities will still be a major action. We will allot resources once again to (4) planning days and 6 hours of before school planning time.
- Staff discussion on what is the most important use of the weekly one hour PLC time is needed. Commitments on how this time is spent will be discussed during the Spring of 2022 and put in place for the 2022-23 school year.
 - Student data analysis and planning for instruction will be the main focus of discussion
- In February 2022, 11 staff members participated in a book study on Grading For Equity. Based on this information and staff discussion at the February 28, 2022 Buyback Day, we will continue to look for ways to provide equity in our grading practices.
 - Explore equity practices
 - Explore standard based reporting of student progress

Action 2 Comprehensive Reading Intervention Program

- We will continue this action and make the following changes.
 - Certificated tutor will focus on grades K-3
 - Services/support will be in a pull out model for at least 30 minutes per session
 - (3) Teaching Fellows will be hired to support ELA and Math intervention in grades 4-6
 - Guided reading books will be purchased to support all levels of readers

Action # 3 Personalized Learning (PLI)

- We will continue this action with the following enhancements
 - Continue to expand our instructional strategies to accommodate individual student needs
 - Purchase materials and supplies to support individualize learning.

An additional action will be added to address gaps in mathematics.

- (3) Teaching Fellows will be hired to support ELA and Math intervention in grades 4-6

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:

On March 17, 2022, Malloch SSC reviewed the 2021-22 Needs Assessment and the 2022-2023 SPSA and agreed with all actions.

2 ELAC:

ELAC is a part of our SSC

3 Staff:

Reviewed draft of SPSA and made revisions.
Encouraged by growth made in reading with CT

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 questioning.

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 a focus of discussion and action to ensure we are providing accurate and fair reporting of student progress and mastery.

- School-wide grading practices will be in place to start the 2022-2023 school year

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 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 (Raz Kids, Mystery Doug, Mystery Science) and technology repair
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for school to home communication and awards
- Books and other reference
- Scholastic News, Time for Kids
- News ELA (additional access)

[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 the expected learning loss of distance learning. A "no new teaching time" will be utilized as time to focus on Math 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.
- (3) Fresno State Teaching Fellows will be hired to support RTI instruction in grades 4-6 in ELA or Math based on identified needs. (Data)
- **Literacy focus** - Each grade level will explicitly teach (4) text per year, one a quarter. Each text will align with a writing genre and that writing genre will be taught throughout each quarter. A cold writing assessment will be given at the end of each quarter based on the text and writing genre. Student writing samples will be scored with an agreed upon rubric/scoring guide.

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>I-Ready Diagnostic Assessments</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>3 times a year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CFA Assessments and data collection protocols</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>2 times a quarter for ELA</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Wonders Curriculum Embedded Assessments</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>As needed</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>BAS/FAS/BPST/DIBELS Assessments</p>	<p>Owner(s):</p> <p>CT, Teachers</p>	<p>Timeline:</p> <p>As needed</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Writing Assessments based on Literacy Focus</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>

[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-3rd.
- (3) Fresno State Teaching Fellows for RTI support in grades 4-6
- ELPAC Examiners will be hired to assist with assessments
- Provide professional development on Guided Reading to teachers as needed
- SST meetings will occur each month to support students who are struggling academically and or social emotionally. One substitute teacher will be utilized to release teacher to attend SST meeting.
- (2) substitute teachers to release teachers on the intervention team to attend meetings
- Graphics for leveled readers (Guided Reading) and other materials to support literacy
- Publications such as Time for Kids, Scholastic News, Newsela,
- Books and other reference

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:

Our RtI program will address the needs of our students who have been identified as needing intervention.

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

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 personalize learning will support all students; especially those students who may struggle will 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

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

CFAData 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

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

- CSUF Teaching Fellows will provide small group tutorials in mathematics weekly from September 2022 to April 2023 (15 hours per week)
- Materials and supplies
- Reflex math
- Math Lesson Design strategies - professional development as needed by district coaches

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.

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

Teachers and CSUF Teaching Fellows 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.

2022-2023 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 Teachers **No IEPs**	17,212.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6) hours x 22 Teachers	6,437.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copier Machine Mp3054 5633 Lease	1,600.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Student Study Team Substitutes for RtI **No IEPs**	1,641.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books & Reference	2,729.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3880		36,722.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Intervention Substitutes	4,100.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	19,672.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Computer Repair	1,500.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495		4,684.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Examiners	875.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	2,041.00
G1A2	One-time School	Instruction	Bks & Ref			Books & Reference	7,450.00
G1A2	One-time School	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	569.00
G1A2	One-time School	Instruction	Nc-Equipment			Technology	3,032.00
G1A4	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Math and ELA Intervention G1 A4 & A2	36,002.00

\$146,266.00

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	✓		83.28 %	2021-2022	87 %

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 fieldtrips this year
 - College fieldtrips were on hold due to bussing issues
- Career Day
 - No Career Day was held due to limited visitors and volunteers on campus
- Student Jobs
 - 132 students have jobs
- Elective Wheel
 - The Elective Wheel was held, but students did not get to choose or switch teachers due to pandemic conditions.
- Drama
 - No drama program was held due to pandemic conditions
- Student Leadership
 - Student Council elections were held and a council was formed. Student leadership meetings were held via Teams
- Student Newspaper
 - An online student newspaper was generated each quarter.

Effectiveness

All of these actions can have positive effect on our students and school community. Students not only enjoy participating in these activities, they look forward to them. Continuing with these and possibly adding more will only enhance student engagement and sense of belonging.

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

Every attempt to put the listed actions in place were made. No inequities were identified.

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).

Many of the actions in this goal were effected by our pandemic conditions. See above for more detail.

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 2022-23 SPSA.

We will implement these actions as planned, assuming we have no restrictions with groupings, volunteers etc.
We will add Peach Blossom (speech competition) and Science Olympiad

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:
On March 17, 2022, Malloch SSC reviewed the 2021-22 Needs Assessment and the 2022-2023 SPSA and agreed with all actions.

2 ELAC:
ELAC is a part of our SSC

3 Staff:
Reviewed draft of SPSA and made revisions.
We did all that we could to engage students during this challenging year.
There is a need to look at ways to get all students a job if they want one.

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 Fieldtrips (District provided)**
Each grade level will take at least one fieldtrip 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 in 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 provide 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 chose a play and participate in all aspects of the production: acting, prompts and 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 a classroom representative 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.
- **Fieldtrips**
 - 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

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, playlicense, backdrop supplies...
- Teacher volunteers to employ students in various jobs
- Assemblyspeakers

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	✓		36.23 %	2021-2022	10 %
Suspension Rate - Semester 1	✓		1.14 %	2021-2022	0.81 %

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: Chronic Absenteeism
All areas of this action were addressed.
 Severely Chronic/Chronic

- School-wide - 34%

Subgroup data indicates

- African American - 35%
- Hispanic - 46%
- White - 21%

Action 2 Suspensions per 100

- We have recorded 7 suspensions as of 3/9/2022
 - (6) boys and (1) girl
 - (3) African American
 - (2) Hispanic
 - (2) White
- (6) physical injury
- (1) harassment

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 data was severely impacted by the pandemic. It is hard to determine why some groups of students were absent more.

Suspensions per 100

- Suspension data was low.
- Morning meetings addressed many social emotional issues that may have occurred otherwise.
- RCA met with groups of students (2) days a week - data on this sub action is lacking and inconclusive

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 in place two days a week making connections with students

Suspensions per 100

- (7) suspensions were recorded as of 3/9/2022
- RCA was in place two days a week making connections with students
- No formal cultural proficiency training was given
- Teacher 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 2022-23 SPSA.

We will not make any changes to this goal and or actions.

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:

On March 17, 2022, Malloch SSC reviewed the 2021-22 Needs Assessment and the 2022-2023 SPSA and agreed with all actions.

2 ELAC:

ELAC is folded into SSC

3 Staff:

Reviewed draft of SPSA and made revisions.
We need the RCA on campus daily.

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 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
- 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

Track RCA student involvement/connections with students

Owner(s):

RCA, Principal, VP

Timeline:

Monthly

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

- Hire a Resource Counseling Assistant (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)

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

- Student Academics
 - Resource Counseling Assistant
- Student Centered and Real World Learning
 - Student Jobs opportunities
- Student Engagement
 - Hire a Resource Counseling Assistant (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.

2022-2023 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 Also G1 A2	1,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,547.00

\$16,047.00

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	✓		88.22 %	2021-2022	92 %

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: Teacher Retention

We will explore ways to maintain a positive and welcoming environment

- **Building relationships before content**
 - Efforts were made to visit classrooms and leave positive notes.
 - Managing positive COVID cases school-wide made this a difficult task to be consistent on
- **Extend beyond our PLC work to develop various methods to celebrate our work and share best practices.**
 - PLC teams were encourage to share best practices as it related to student achievement results on CFAs
 - A spreadsheet was used to track classroom visitations and positive notes left for teachers
- **Provide clear and consistent weekly communication**
 - Weekly communication was sent out via email and or online newsletters

Action 2: 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.

- 25/26 hours dedicated to professional learning was allotted to PLC meetings
- Professional learning focused on: SEL, physical education, literacy, writing, and grading

Our Culture and Climate Team will develop no less that two school-side goals. (Sense of belonging and Teacher/Student Relationships

- CCT developed the following goal - By the Spring of 2022, the category of Sense of Belonging, will increase 5%, from 72% to 77% as measured by the Panorama Student Survey
 - Fall 2021 results - 88%

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

- **Pandemic conditions negatively impacted classroom visitations**
- **A spreadsheet was used to track classroom visits. VP and Principal took on odd or even numbered grade levels per week to provide equity in feedback.**
- **All PLC's completed at least two CFA student data protocols (analysis) for both ELA and Math per quarter (as of Q3)**
- **Weekly communication went out to teachers weekly.**

Professional Learning

- **No inequities were found in this area**
- **There was a limited number of PLC/PL hours available**
- **Culture and Climate team dedicated their time on the following.**
 - **Re-orienting students back to campus**
 - **Working with RCA to establish connections with students and their families**

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 (see above)

- Classroom visitations were limited due to pandemic conditions and the managing of positive COVID cases and maintaining safety protocols.
- Positive notes were left in classrooms visited, but the number of visits was impacted by pandemic conditions.

Professional Learning (see above)

- PL was limited this year due to the CBA and side letter. All available PL hours went into PLCs and teacher planning.
- PL was provided on Buyback Days in the following areas: SEL, physical education, literacy, writing, and grading
- We did not continue with cultural proficiency training
- We provided guided reading PL for grades 1st - 3rd and training on claims/targets and the use of IABs and FIABs to grades 3rd- 6th.

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 2022-23 SPSA.

We will add the following:

- Staff team building activities and events

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:

On March 17, 2022, Malloch SSC reviewed the 2021-22 Needs Assessment and the 2022-2023 SPSA and agreed with all actions.

2 ELAC:

ELAC is a part of our SSC

3 Staff:

Reviewed draft of SPSA and made revisions.
Re decorating the staff lounge has increased use.
Bringing lunch in helps with relationship building

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:	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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 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 and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- 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 Professional Development or Staff Services to support EL students:](#)

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

[Specify Professional Development or Staff Services 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.
- 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

<p style="color: #0070C0; text-decoration: underline;">Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Staff Survey results</p>	<p style="color: #0070C0; text-decoration: underline;">Owner(s):</p> <p>CCT</p>	<p style="color: #0070C0; text-decoration: underline;">Timeline:</p> <p>Yearly</p>
<p style="color: #0070C0; text-decoration: underline;">Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student Survey results</p>	<p style="color: #0070C0; text-decoration: underline;">Owner(s):</p> <p>CCT</p>	<p style="color: #0070C0; text-decoration: underline;">Timeline:</p> <p>Quarterly</p>
<p style="color: #0070C0; text-decoration: underline;">Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CCT schoolwide goals</p>	<p style="color: #0070C0; text-decoration: underline;">Owner(s):</p> <p>CCT</p>	<p style="color: #0070C0; text-decoration: underline;">Timeline:</p> <p>Quarterly</p>
<p style="color: #0070C0; text-decoration: underline;">Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Schoolwide attendance records</p>	<p style="color: #0070C0; text-decoration: underline;">Owner(s):</p> <p>CCT, Office Assistant</p>	<p style="color: #0070C0; text-decoration: underline;">Timeline:</p> <p>Quarterly</p>
<p style="color: #0070C0; text-decoration: underline;">Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Schoolwide behavior records</p>	<p style="color: #0070C0; text-decoration: underline;">Owner(s):</p> <p>CCT, Principal</p>	<p style="color: #0070C0; text-decoration: underline;">Timeline:</p> <p>Quarterly</p>

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academic
 - SEL lessons that teach cultural awareness and values 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 multi-cultural 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 trainings

- Books and other reference to support SEL and Cultural Proficient instruction.

Specify Professional Development or Staff Services to support EL students:

English Language Learners will receive integrated and designated instruction to support their development.

Specify Professional Development or Staff Services to support low-performing student groups:

Our Resource Counseling Assistant (RCA) will provide tier 2 support as needed.

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	✓		86.65 %	2021-2022	90 %

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: Family Engagement

The following events were planned to increase family engagement

- Parent University courses
 - Data on the number of parents participating in these courses is unknown
- Elective Wheel Showcases
 - All students 1st - 6th participated in the Fall/Spring Elective Wheel
 - Parents participated in the Fall Showcase virtually and participated in-person in the Spring Showcase
- Volunteer program
 - Volunteers were not allowed on campus due to the pandemic
 - Chaperones did accompany classes on fieldtrips
- Read Across America
 - All students participated in various events, poster contest, dress up days, and book swaps
 - Parents were not allowed to come on campus to read, some read virtually to classes
- Weekly Communication
 - Communication went home weekly either via phone message or online newsletter
 - Teachers will communicate via email or Class Dojo
- Community Meetings and coffee hours
 - No coffee hours were held due to the pandemic
 - Online communities meetings did not get positive attendance results
- Math and Science family events
 - No events were scheduled due to the pandemic

Parent Culture and Climate survey results Fall 95% "my child feels safe at school"

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

Pandemic conditions made family involvement a challenge.

Attendance at parent meetings was low. Possible reasons why:

- Lack of in person meetings
- Ability for parents to log on to Teams
- Disconnect from school due to limited access to the campus

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).

Pandemic conditions made this goal challenging. See information above for details on the planned actions.

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 2022-23 SPSA.

These actions will continue for the 2022-2023 school year.

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:

On March 17, 2022, Malloch SSC reviewed the 2021-22 Needs Assessment and the 2022-2023 SPSA and agreed with all actions.

2 ELAC:

ELAC is a part of our SCC.

3 Staff:

Reviewed draft of SPSA and made revisions.

Action 1

Title: Family Engagement

Action Details:

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.

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

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

Student job data will be monitored so that all students get the opportunity to hold a school job.

Owner(s):

CCT

Timeline:

Quarterly

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

School-wide communication will go out to advertise the various events and activities.

Owner(s):

Teachers, VP, Principal

Timeline:

As events and activities occur.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 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 revamped for the 2022-2023 school year. 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 up to 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

Specify Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support low-performing student groups:

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.

2022-2023 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	Cons Svc/Oth			Minute Man Press : Parent Involvement - Plan to use for printing our parent handbooks at the start of the school year.	872.00

\$872.00

2022-2023 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 Teachers **No IEPs**	17,212.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6) hours x 22 Teachers	6,437.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copier Machine Mp3054 5633 Lease	1,600.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Student Study Team Substitutes for RtI **No IEPs**	1,641.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books & Reference	2,729.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3880		36,722.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Intervention Substitutes	4,100.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	19,672.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Computer Repair	1,500.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495		4,684.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Examiners	875.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	2,041.00
G1A2	One-time School	Instruction	Bks & Ref			Books & Reference	7,450.00
G1A2	One-time School	Instruction	Mat & Supp			Materials & Supplies **No food or incentives**	569.00
G1A2	One-time School	Instruction	Nc-Equipment			Technology	3,032.00
G1A4	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Math and ELA Intervention G1 A4 & A2	36,002.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics Also G1 A2	1,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,547.00
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Minute Man Press : Parent Involvement - Plan to use for printing our parent handbooks at the start of the school year.	872.00

\$163,185.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$22,454.00
Sup & Conc	7090	\$86,078.00
LCFF: EL	7091	\$7,600.00
One-time School	7099	\$47,053.00
Grand Total		\$163,185.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$146,266.00
G3 - Increase student engagement in their school and community	\$16,047.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$872.00
Grand Total	\$163,185.00