

**Malloch Elementary**

10621666006381

Principal's Name: Michiko English

Principal's Signature: Michiko English

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**


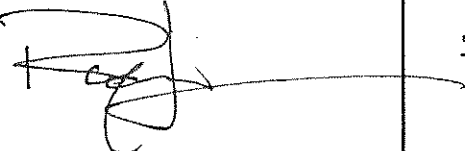
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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 Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Michiko English</b>	X				
2. <b>Chairperson – Ryan Kalashian</b>		X		X	
3. <b>Teresa Gilbert</b>		X			
4. <b>Lynnette Vincent</b>		X			
5. <b>Dana Buel</b>				X	
6. <b>Paul Reynolds</b>				X	
7. <b>Cara Hetherington</b>				X	
8. <b>Nick Calderon</b>				X	
9. <b>Danelle Bernal</b>			X		
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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		5-6-2020
SSC Chairperson	Ryan Kalashian		5.10.20

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Malloch - 0320

**ON-SITE ALLOCATION**

3010	Title I	\$22,050
7090	LCFF Supplemental & Concentration	\$80,859
7091	LCFF for English Learners	\$11,049
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$113,958</b>

\* 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	\$735
Remaining Title I funds are at the discretion of the School Site Council	\$21,315
Total Title I Allocation	\$22,050

## Malloch Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	68 %	57.399 %	2018-2019	64.399 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	60 %	56.951 %	2018-2019	63.951 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The following areas were our main actions: Professional Learning Communities (PLCs), Instructional Practices (IPG), Personalized Learning (PLI).

1. PLCs identifying the essential standards, creating and administering CFA's to determine instructional plans for intervention and acceleration, and adding depth and complexity in our instruction
1. Instructional practices- Instructional Practice Guide was used to support planning and to monitor instructional practices. Professional development was used to provide clarity on instructional practices and trend data, acceleration and differentiation.
1. PLI- flexible content and tools, targeted instruction with data driven decisions.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The following areas were our main actions: Professional Learning Communities (PLCs), Instructional Practices (IPG), Personalized Learning (PLI).

- Working: PLCs identifying essential standards; aligning instruction to identified targets (thanks to our Claims/ Targets binders); CFAs to monitor progress and plan for intervention/ acceleration
- We feel that it is more important than ever to do these things because we don't have interim assessments to monitor what we have taught the students.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Strategies listed in 2019-20 SPSA are solid strategies that need to be strengthened. The list below indicates what needs to be improved.

Professional Learning Communities-

1. Instruction should be aligned with identified targets.
2. Moving from standards based to target aligned on a more regular basis.
3. Incorporate depth and complexity strategies.
4. I-Ready data not reflective of standards taught within diagnostic window.
5. Instructional Practices- Admin team needs to report out IPG data on a consistent basis.
6. PLI- Student reflection and ownership needs to be more consistent.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Not sure that everyone is still focusing/using depth and complexity. However, we are still using the Go Deeper and Think Smarter problems.
- Math fluency practices are needed school-wide

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We implemented all actions, but are still refining our practices. We did not utilize the resources allocated to travel, instead we needed funds to repair and replace our technology.

- Differentiated professional development based on teachers needs added to instructional practices.
- Explore opportunities to incorporate depth and complexity into all lessons – concentrate on DOK level 3 and 4 questions.
- Remove “incorporate strategies for acceleration/differentiation using Sandra Kaplan’s work” and add “Reinforce use of acceleration/differentiation strategies using Kaplan’s work.
- Upper grade RTI

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Our actions will remain the same. We will continue to refine our practices with our work with PLC's, and our PLI work. We will allocate funds upfront for technology maintenance and refresh. Technology is used as a major vehicle in our curriculum.

Continue with PLI, identified RTI, planning time, and revisit a school-wide writing program.

**Step 4:** Stakeholder 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:

N/A

**2** ELAC:

N/A

**3** Staff:

Site ILT worked through Needs Assessment and shared it with staff. Needs Assessment was uploaded to Teams site for staff to read and add suggestions.

**Action 1**

**Title:** English Language Arts

**Action Details:**

In order to increase the percentage of students meeting and or exceeding ELA standards, Malloch will focus on three main areas: **Professional Learning Communities (PLC's), Instructional Practices (IPG), and Personalized Learning (PLI).**

**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?

We will use the FUSD adopted curriculum of Wonders as our core resource for ELA 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 instruction.

Tiered Support

**Tier 1** - Classroom instruction/personalized learning

**Tier 2** - Within the classroom (Rtl) re-teaching for students who need additional support or acceleration

**Tier 3** - Tier 3 instruction will be provided by a Certificated Tutor for early literacy instruction in either a pull out or push in method. These sessions will be at least 30 minutes in duration, four days a week.

### Instructional Practices - IPG

Our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide for Literacy.

- Administration team will conduct IPG walks to calibrate instruction and provide feedback twice monthly.
- Professional development will be provided based on trend data as needed to provide clarity on instructional practices.
- Incorporate strategies for acceleration/differentiation emphasizing work on depth and complexity.

In order to improve our practices and provide culturally responsive teaching, five teachers will work within a coaching model with Cctrl (Dr. Sharroky Hollie).

### Personalized Learning

We will continue to refine our personalize learning strategies with a focus on station rotation and or playlist. 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
- 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](#)

PLC Meeting Protocols and Data Analysis Tools

CFA Calendars/Lesson plans

[Owner\(s\):](#)

Lead Teachers, Principal, TSA

[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 a unit of study

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

I-Ready/BAS/KAIG Data

[Owner\(s\):](#)

Teachers, Certificated Tutor, Principal, TSA

[Timeline:](#)

I-Ready - Three times a year

KAIG - Quarterly

BAS - Three 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, TSA

[Timeline:](#)

Twice a quarter

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

CAASPP Data

[Owner\(s\):](#)

Teachers, TSA, Principal, TSA

[Timeline:](#)

Yearly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IPG Report

[Owner\(s\):](#)

Principal, TSA

[Timeline:](#)

Bi-monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

AC Data Chats

[Owner\(s\):](#)

Teachers

[Timeline:](#)

4 times a year during planning day time

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student Goal Setting

[Owner\(s\):](#)

Teachers, Students

[Timeline:](#)

Daily/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

Coaching cycle with Cctrl, Dr. Hollie - grades, student survey - sense of belonging

Owner(s):

(5) Teachers will go through the coaching cycle with Cctrl, TSA Principal, Culture and Climate Team

Timeline:

Weekly

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

SST Meeting and notes

Owner(s):

TSA, Teachers

Timeline:

Monthly

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

ELPAC Examiners - Redesignation Data

Owner(s):

TSA, Teachers

Timeline:

Yearly

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 Rtl for grades 1st-3rd.
- (4) Release days for teachers to plan instruction
- Provide professional development on Guided Reading to teachers as needed
- (6) hours of supplemental planning time before the 2020-2021 year
- SST meeting will occur each month to support students who are struggling academically and or social emotionally
- Technology and technology software
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for leveled readers (Guided Reading) and other materials to support literacy
- Graphics for school to home communication
- Coaching cycle with (5) teachers - CcTRL (Dr. Hollie) to strengthen culturally responsive teaching.

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

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Back to School Night to include parent training on Personalized Learning, how to access student information on Wonders and Go Math, and Office 365/Teams
- Edu-text/Parent Portal
- Parent/Teacher Conferences
- Back to School Night
- School Site Council/ELAC
- Monthly Parent Coffee Hours
- PTA

Specify enhanced services for low-performing student groups:

We will continue with a "No new teaching time" (Rtl) for addressing the gaps in learning. Teachers will use Common Formative Assessments and I-Ready data to determine learning gaps and re-teaching areas.

Describe Professional Learning related to this action:

- District Instructional Technology team will provide professional development and site support as needed.
- Continue professional development on how to differentiate instruction with a focus on acceleration. We will monitor students will frequent formative assessments, CFAs, and I-Ready Diagnostic Assessment Data
- Further develop our understanding of how to instruct students at a deeper level (acceleration).

## Action 2

**Title:** Mathematics

### [Action Details:](#)

In order to increase the percentage of students meeting and or exceeding Mathematics standards, Malloch will focus on three main areas: **Professional Learning Communities (PLC's), Instructional Practices (IPG), and Personalized Learning (PLI).**

#### **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?

We will use the FUSD adopted curriculum of GOMath as our core resource for Mathematics 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 instruction which includes focusing on the application of mathematics (GO Deeper and Think Smarter problems)

#### **Instructional Practices - IPG**

Our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide for Mathematics.

- Administration team will conduct IPG walks to calibrate instruction and provide feedback twice monthly.
- Incorporate strategies for acceleration/differentiation focusing on depth and complexity.
- Tiered Support

**Tier 1** - Classroom instruction/personalized learning

**Tier 2** - Within the classroom (Rtl) re-teaching for students who need additional support or acceleration

**Tier 3** - Out of classroom support for students who are significantly below grade level

In order to improve our practices and provide culturally responsive teaching, five teachers will work within a coaching model with Cctl (Dr. Sharroky Hollie).

#### **Personalized Learning**

We will continue to refine our personalize learning strategies with a focus on station rotation and or playlist. 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 a focus on the following instructional strategies:

- Whole group
- Targeted small group
- 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](#)

Grades, student- survey sense of belonging

**Owner(s):**

(5) Teachers who will go through the coaching cycle with Cctrl, TSA, Principal, Culture and Climate Team

**Timeline:**

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IPG Reports

**Owner(s):**

Principal, TSA, Teachers

**Timeline:**

Bi-monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PLC Data Chats

**Owner(s):**

Principal, TSA, Teachers

**Timeline:**

Quarterly during AC Planning Days

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student Goal Setting

**Owner(s):**

Students, Teachers

**Timeline:**

Daily, Weekly, Monthly, Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IAB Assessments for grades 3-6

**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](#)

Professional Learning Communities- Protocols and Data Analysis

**Owner(s):**

Lead Teachers, Principal, TSA

**Timeline:**

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Common Formative Assessments/Data

**Owner(s):**

Grade Level Teams, TSA, Principal

**Timeline:**

At least twice per chapter

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

CAASPP Data

**Owner(s):**

Teachers, TSA, Principal

**Timeline:**

Yearly

[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 planning time before the 2020-21 school year
- Technology and technology software
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies

- Graphics for math manipulatives and other materials to support mathematics instruction
- Graphics for school to home communication

Specify enhanced services for EL students:

Continue to explore ways to incorporate designated time into the instructional day. Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Back to School Night to include parent training on Personalized Learning, how to access student information on Wonders and Go Math, and Office 365/Teams
- Edu-text/Parent Portal
- Parent/Teacher Conferences
- Back to School Night
- School Site Council/ELAC
- Monthly Parent Coffee Hours
- PTA

Specify enhanced services for low-performing student groups:

Continue a "No new teaching time" (Rtl) for addressing gaps in learning. Teachers will use Common Formative Assessments to determine learning gaps and re-teaching areas.

Describe Professional Learning related to this action:

- District Instructional Technology team will provide professional development support in PLI structures.
- Continue professional development on how to differentiate instruction with a focus on acceleration.

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes 170 X 8 days	1,617.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, No Incentives	189.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Title Parent Involvement - No Food, No Incentives	735.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to provide tier 3 reading support	37,562.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes (4) Days Planning X 22 teachers	17,777.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and resource.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,233.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other reference	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,039.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	2,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Examiners 5729 (3 days)	510.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			: Graphics	500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6)hours X 22 teachers	6,441.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Library Ricoh Copy machine lease	1,346.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Computer Repair	2,500.00

**\$90,449.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	72.138 %	2018-2019	79.138 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Goal 2 Participation Rate**

**Elective Wheel and Showcase**

- Elective Wheel: 375 students participated in both Fall and Spring
- Directly tied to Connectedness at School on the SEL survey
- All classes taught based on STEAM model.

**Student Jobs**

- 115 students hold one or more student jobs.
- Jobs held by grade level: 2nd grade-22; 3rd grade-38; 4th grade-50; 5th grade-30; 6th grade 35
- Student percentage of jobs held by grade level: 2nd - 25%; 3rd- 44%; 4th-49%; 5th-45%; 6th-54%
- 50% of students have more than one job
- Directly related to Connectedness at School on SEL survey

**Fieldtrips**

- 100% of TK-6th grade students have attended or will attend at least 1 Goal 2 field trip in 2019-2020.
- 98% of 6th grade students will attend 6th grade camp

**Athletics**

- 42% of 2nd-6th grade students participate in at least one sport.
- 2nd grade: 21%, Cheer only
- 3rd grade: 37%
- 4th grade: 45%
- 5th grade: 53%
- 6th grade: 71%
- 2nd grade Cheer for 1st time this year

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

**Elective Wheel and Showcase**

- Culminating event (Showcase) for mid-year had low attendance

**Student Jobs**

- 165 students do not hold student jobs.
- Grade levels with the least amount of jobs is 2nd grade (25%) and 3rd grade (44%).

**Fieldtrips**  
N/A

**Athletics**

- Lower percentage of 5th graders participating in sports compared to 6th grade.
- Track and Cross Country distances and track marked correctly on field.



**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Elective Classes and Showcase**  
We are concerned that the attendance rate went down for participation at our Showcase, but overall pleased with all students participating in the classes.

**Student Jobs**  
It is difficult to assign student jobs to students who are younger than 7 years old. We need to explore ways to get our younger students involved.

**Fieldtrips**  
No planned differences

**Athletics**  
None identified

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Encourage activities for our younger students (grades PK-2).

**Step 4:** Stakeholder 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:  
N/A

**2** ELAC:  
N/A

**3** Staff:  
Site ILT worked through Needs Assessment and shared it with staff. Needs Assessment was uploaded to Teams site for staff to read and add suggestions.

**Action 1**

**Title:** Elective Wheel

**Action Details:**

Malloch will provide a variety of enrichment and acceleration opportunities in two (5) week sessions (Fall/Spring). Students will enroll in either two classes per session or one 10 week session.

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

Participation will be tracked through the Engagement Tool in Atlas

Owner(s):

TSA

Timeline:

Fall/Spring

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

Showcase projects and performances

Owner(s):

Teachers

Timeline:

Twice a year (Fall/Spring)

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

- Planning time will be provided to teachers who teach an Elective Wheel course.
- Materials and supplies

Specify enhanced services for EL students:

Time spent in the elective wheel course will enhance integrated ELD instruction.

Specify enhanced services for low-performing student groups:

Our Culture and Climate Team will monitor student participation in our Elective Wheel courses to ensure support is given to all students.

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Showcase Nights (2)
- Monthly Parent Coffee Hours
- PTA

Describe Professional Learning related to this action:

- Integrated Arts Curriculum
- CTE

## Action 2

**Title:** Student Jobs

Action Details:

Students will get the opportunity to apply and work at a school related job such as: Gardening, Ball Cart, and P.R.I.D.E Café.

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

Student job applications and interviews

Owner(s):

Teachers

Timeline:

Twice a year and as needed

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

Student Survey Responses That are Favorable - Caring Adult

Owner(s):

Teachers, TSA, Principal

Timeline:

Yearly

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

- Materials and supplies

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

Specify enhanced services for low-performing student groups:

Our Culture and Climate Team will monitor student participation. A student survey will be created to determine what areas students are interested in so that jobs can be created that match student interests.

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Monthly Parent Coffee Hours
- PTA

Describe Professional Learning related to this action:

New teachers to Malloch will be trained on student jobs by other teachers or administration at the beginning of the school year.

### Action 3

**Title:** Fieldtrips

Action Details:

At least one major fieldtrip will be planned for each grade level to provide enrichment.

**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

- Participation rates will be track in the Engagement Tool in Atlas

Owner(s):

TSA

Timeline:

As needed

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

- Materials and supplies

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

Specify enhanced services for low-performing student groups:

All student will be given the opportunity to participate.

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Chaperones
- Monthly Parent Coffee Hours
- PTA

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

## Action 4

**Title:** Athletics

### Action Details:

Students will be encouraged to participate in all the athletic opportunities provided by FUSD.

**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

- Participation rates will be tracked through the Engagement Tool in Atlas

**Owner(s):**

TSA

**Timeline:**

As needed

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

- Supplemental contracts for coaches
- Materials and supplies

**Specify enhanced services for EL students:**

Participation will enhance integrated ELD instruction.

**Specify enhanced services for low-performing student groups:**

All students will get the opportunity to participate; however, the Culture and Climate Team will monitor student engagements to determine if some students may benefit from participation in athletics.

**Explain the actions for Parent Involvement (required by Title I):**

- Weekly newsletter to the Malloch community
- Participation at sport events
- Monthly Parent Coffee Hours
- PTA

**Describe Professional Learning related to this action:**

Professional Learning will be provided as needed.

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.333 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	98.529 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	98.276 %	2018-2019	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Exposure to Careers - 3rd Grade**  
All third grade students are exposed to a career fieldtrip and a site Career Day.

**Exposure to Careers - 4th Grade**  
All fourth grade students are exposed to a career fieldtrip and a site Career Day.

**Exposure to Careers - 6th Grade**  
All fifth grade students are exposed to a career fieldtrip and a site Career Day.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**  
N/A

**Exposure to Careers - 4th Grade**  
N/A

**Exposure to Careers - 6th Grade**  
N/A

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No differences were identified.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No differences were identified.

**Step 4: Stakeholder 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
N/A	N/A	Site ILT worked through Needs Assessment and shared it with staff. Needs Assessment was uploaded to Teams site for staff to read and add suggestions.

### Action 1

**Title:** Exposure to Careers

[Action Details:](#)

All students in grades 3rd-6th will participate in fieldtrips that expose them to college and or career opportunities. In addition, Malloch will host a Career Day in which all 1st -6th grade students will participate.

**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](#)

[Owner\(s\):](#)

[Timeline:](#)

- Participation rates will be tracked in the Engagement Tool in Atlas. (fieldtrips)
- Participation rates will be tracked in the Engagement Tool in Atlas. (Career Day)

Teachers, TSA, Principal

Throughout the year

Yearly

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

- Transportation to and from selected colleges and businesses
- Materials and Supplies

[Specify enhanced services for EL students:](#)

[Specify enhanced services for low-performing student groups:](#)

Participation will enhance integrated ELD instruction.

All students will be able to participate.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

[Describe Professional Learning related to this action:](#)

- Weekly newsletter to the Malloch community
- Chaperones
- Monthly Parent Coffee Hours
- PTA

Professional Learning will be provided as needed.

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support community engagement.	500.00

**\$500.00**

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	5 %	8.748 %	2018-2019	6.748 %
Suspensions Per 100	1 %	7.54 %	2018-2019	6.54 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Chronic Absenteeism**

Office Assistant - monitors and calls all parents of students who were absent or who have chronic attendance issues. DPI is called in to conduct home visits to determine issues.

- Attendance meetings with parents- parents are not attending the attendance meeting.
- Saturday School is improving attendance

**Average Daily Attendance**

2017-18 96.07%, 2018-19 – 96.18%

**Chronic Absenteeism School-wide Data**

2017-18 – (32/440) 7.3%, 2018-19 – (33/448) 7.4%, 2019-20 – (21/429) 4.9%

**Suspensions Per 100**

- Implementing PLI, students are more engaged in their learning in the classroom.
- Strategically choosing some students to fill student jobs to get them involved outside their classroom.
- Re-entry meeting with students, parent and/or teacher the day they return from suspension.

**Suspensions per 100 Students**

2017-18 – (17/491) 3.46%, 2018-19 – (38/485) – 7.84%, 2019-20 – 9/475 – 1.89%

**Expulsions - 0**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

There seems to be an increase in chronic absenteeism among our African American students. No key factors were identified.

**Suspensions Per 100**

Students suspended may not have achieved success in their academics and may not have a strong connection to school.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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**Chronic Absenteeism**

No known changes, just actions not yet implemented.

**Suspensions Per 100**

- No changes made. Continue promoting student involvement including clubs, sports, student jobs.
- Region focus on SEL trainings and reading All Learning is Social/Emotional as a staff.
- Implementing the 2x10 strategy with goal to connect students with a caring adult.
- Kindness Garden upkeep by 6th graders to encourage meaningful work and sense of ownership.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

**Chronic Absenteeism**

- We have not yet implemented a reward system that will target these chronically absent students and reward for improvements in their attendance.
- We have not begun using "Strides" with in ATLAS as a way to monitor/incentivize students.
- Use data from Saturday school to determine if African American students are attending.

**Suspensions Per 100**

- Work towards problem-solving and anger management strategies
- Social Emotional strategies to name feelings and emotions.
- Continue morning meetings and mindful activities

**Step 4: Stakeholder 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:**

- Share data with SSC, staff and parents via meetings, Stampede, and teacher discussions
- Input through discussion at SSC and staff meetings

**2 ELAC:**

ELAC has been rolled into SSC

**3 Staff:**

Site ILT worked through Needs Assessment and shared it with staff. Needs Assessment was uploaded to Teams site for staff to read and add suggestions.

**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. Student who show improved attendance will receive recognition during quarterly awards. A school-wide incentive system will be in place to recognize student with positive attendance records.

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

Hire a Resource Counseling Assistant (RCA) to support student sense of belonging and making healthy choices about academics and behavior.

Owner(s):

RCA, Principal, TSA

Timeline:

Daily (2 days weekly)

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

Culturally Responsive Teaching - coaching provided to (5) teacher by Ctrl, Dr. Hollie

Suspension and attendance data

Owner(s):

Teachers, TSA, Principal

Timeline:

TBD

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

- Communication with parents by Office Assistant, Teachers, and Principal
- Materials and supplies - rewards for improved attendance
- Translators

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).

Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Edu-text/Parent Portal - Hold a special "how to utilize this tool" during Back to School Night
- Parent/Teacher Conferences
- Back to School Night
- School Site Council/ELAC
- Monthly Parent Coffee Hours

Describe Professional Learning related to this action:

- Student Success Team process
- Atlas reports and Strides

## 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, five teachers will work within a coaching model with Cctrl (Dr. Sharroky Hollie).

#### 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 Data and Student survey data - School sense of belonging

Hire a Resource Counseling Assistant (RCA) to support student sense of belonging and making healthy choices about academics and behavior.

#### 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

Suspension Data and Student survey data - School sense of belonging

#### Owner(s):

(5) Teachers who will go through the coaching cycle with Cctrl, Vice-Principal, Principal

#### Timeline:

Weekly

#### 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

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

- Student Jobs opportunities
- Translators
- 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.

### Explain the actions for Parent Involvement (required by Title I):

- Weekly newsletter to the Malloch community
- Student job opportunities - list to parents
- Edu-text/Parent Portal - Hold a special "how to utilize this tool" during Back to School Night
- Parent/Teacher Conferences
- Back to School Night
- School Site Council/ELAC

### Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

- Monthly Parent Coffee Hours
- PTA

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3000	6 Hour RCA to support SEL - 100% Title I Funded Split funded - 2 days Malloch-G4A2 / 3 days Ayer-G4A1	19,509.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Contract with Dr. Hollie to support Culturally Responsive Teaching. (5) teachers	1,500.00
G4A2	LCFF: EL	Instruction	Cons Svc/Oth			Dr. Hollie : Contract with Dr. Hollie to support Culturally Responsive Teaching. (5) teachers	2,000.00

**\$23,009.00**

## 2020-2021 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			SST Substitutes 170 X 8 days	1,617.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, No Incentives	189.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Title Parent Involvement - No Food, No Incentives	735.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to provide tier 3 reading support	37,562.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes (4) Days Planning X 22 teachers	17,777.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and resource.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,233.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other reference	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,039.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	2,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Examiners 5729 (3 days)	510.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			: Graphics	500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6)hours X 22 teachers	6,441.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Library Ricoh Copy machine lease	1,346.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Computer Repair	2,500.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support community engagement.	500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.3000	6 Hour RCA to support SEL - 100% Title I Funded Split funded - 2 days Malloch-G4A2 / 3 days Ayer-G4A1	19,509.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Contract with Dr. Hollie to support Culturally Responsive Teaching. (5) teachers	1,500.00
G4A2	LCFF: EL	Instruction	Cons Svc/Oth			Dr. Hollie : Contract with Dr. Hollie to support Culturally Responsive Teaching. (5) teachers	2,000.00

\$113,958.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$22,050.00
Sup & Conc	7090	\$80,859.00
LCFF: EL	7091	\$11,049.00
<b>Grand Total</b>		<b>\$113,958.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$90,449.00
G3 - All students will demonstrate the character and competencies for workplace success	\$500.00
G4 - All students will stay in school on target to graduate	\$23,009.00
<b>Grand Total</b>	<b>\$113,958.00</b>