

Malloch Elementary

10621666006381

Principal's Name: Michiko English

Suzanne Orr, V.P.

Principal's Signature:

Suzanne Orr, V.P.

Signed by Suzanne Orr VP in Principal's absence.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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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

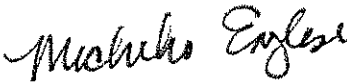
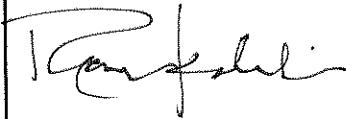
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michiko English	X				
2. Chairperson - Ryan Kalashian				X	
3. Teresa Gilbert		X			
4. Lynnette Vincent		X			
5. Dana Buel		X			
6. Suzanne Orr			X		
7. Dee Dee Buchanan				X	
8. Kara Osborn				X	
9. Maria Briggs				X	
10. Kimberly Sarmant-Walder				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Malloch Elementary			
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		4-12-2021
SSC Chairperson	Ryan Kalashian		4-13-2021

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 2021/22

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$20,758
7090	LCFF Supplemental & Concentration	\$82,401
7091	LCFF for English Learners	\$12,960
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$9,307</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$125,426

* 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	\$642
Remaining Title I funds are at the discretion of the School Site Council	<u>\$20,116</u>
Total Title I Allocation	\$20,758

Malloch Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		62.68 %	2020-2021	63 %
I-Ready Math D2 On Level		49.88 %	2020-2021	50 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

PLC Work

- Continuing CFAs
- Using Data Collection Tool/Protocol - Cycle of Continuous Improvement
 - Reflection questions
 - Tracking students in categories - meet/exceed, needs improvement
 - Reflecting on instructional practices
- Professional Learning
 - PL Summit
 - Doug Fisher
 - Technology Platforms
 - NearPod, FlipGrid, Teams

IPG Work

- Due to Distance Learning IPG Walks were not conducted.
- Professional learning was focused on Distance Learning strategies, i.e. Doug Fisher, Distance learning playbook, PL summit

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

I-Ready ELA D2 On Level

Technology Issues

- Device issues
- Internet access/WiFi
- Computer Literacy

Learning/Home Environment

- Lack of adult support
 - Older siblings supporting younger siblings
- Excessive adult support
- Distracting and disruptive environment
- Lack of dedicated work space
- Lack of student ownership/accountability

Material Distribution

- Transportation to get materials
- Inequitable availability of reading materials

I-Ready Math D2 On Level

PLI Work

- Independent Practice
 - Playlists
 - Choice Boards
 - Asynchronous
- Collaboration
 - Breakout groups & Channels
- Targeted Small group
- Whole Group Instruction

Certificated Tutor

- Guided Reading for Grades 1-3 in small group setting

I-Ready Math D2 On Level

PLC Work

- Continuing CFAs
- Using Data Collection Tool/Protocol - Cycle of Continuous Improvement
 - Reflection questions
 - Tracking students in categories - meet/exceed, needs improvement
 - Reflecting on instructional practices
- Professional Learning
 - PL Summit
 - Doug Fisher
 - Technology Platforms
 - NearPod, FlipGrid, Teams

IPG Work

- Due to Distance Learning IPG Walks were not conducted.
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PLI Work

- Independent Practice
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 - Breakout groups & Channels
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Technology Issues

- Device issues
- Internet access/WiFi
- Computer Literacy

Learning/Home Environment

- Lack of adult support
 - Older siblings supporting younger siblings
- Excessive adult support
- Distracting and disruptive environment
- Lack of dedicated work space
- Lack of student ownership/accountability

Material Distribution

- Transportation to get materials
- Lack of manipulatives

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.

PLC

- We have shifted our PLC focus to student work samples to better address learning needs and to share effective instructional practices.

IPG

- This year we have focused on a variety of distance learning platforms and engagement strategies.

PLI

- We utilized our PLI strategies within the distance learning model.

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 2021-2022 SPSA.

Due to the expected loss of learning in English Language Arts during our distance learning phase, we will develop and implement an articulated Response to Intervention Plan (RtI). We will utilize i-Ready, curriculum embedded, and teacher created assessments to monitor student progress.

Options for tutoring will be provided.

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:

Shared needs assessment and Action plans with SSC on March 18, 2021. No additions and or suggestions were made.

2 ELAC:

Our ELAC has been combined/folded in with our SSC.

3 Staff:

The Needs Assessment and Action plans were shared with the staff on March 16 and on March 17. No additions and or suggestions were made.

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

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 a unit of study

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

I-Ready/FSA/BAS Data

[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/MP

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:

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

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) and technology repair
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for school to home communication and awards
- 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:

We will develop a 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, four days a week.
- A Certificated Tutor will be hired to work with students on early literacy skills in grades K-3.
- **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

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

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.
- ELPAC Examiners will be hired to assist with assessments
- Provide professional development on Guided Reading to teachers as needed (district coaches)
- 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.

- Graphics for leveled readers (Guided Reading) and other materials to support literacy
- Publications such as Time for Kids, Scholastic News
- 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 the strategies learned during distance learning with our personalized learning strategies and apply them to our in-person instruction. We will also continue to refine our personalized learning strategies, 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

2021-2022 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	Mat & Supp			Materials and Supplies - No Food, No Incentives	1,579.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food, No Incentives	642.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes (4) Days Planning X 24 Teachers	9,555.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6) hours X 24 Teachers	16,665.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Resources Compliant also with G4A1	2,154.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,300.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Library Ricoh Copy Machine Lease	1,455.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,950.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for Return to School	9,307.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to provide Tier 3 Reading Support	38,178.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes 8 days	1,594.00
G1A2	Sup & Conc	Instruction	Direct-Maint			G1A1 Computer Repair	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Examiners (3 days)	510.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Books and other Reference	2,000.00

\$105,889.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Due to the COVID-19 pandemic and yearlong distance learning, this goal was addressed via virtual fieldtrips and activities.

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

Student-centered real world learning experience - Site Defined

Due to the COVID-19 pandemic and yearlong distance learning, this goal was addressed via virtual fieldtrips and activities.

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.

Due to a nationwide pandemic, a stay-at-home order, and the subsequent implementation of distance learning, the following actions were not implemented in the 2020-2021 school year: In person career field trips, student Jobs, sports, elective wheel, were canceled for the year.

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 2021-2022 SPSA.

All students at Malloch will be given the opportunity to participate in activities that promote real-world learning experiences. A wide variety of experiences will be given such as:

- Career Day
- Fieldtrips
- Student jobs
- Elective wheel courses
- Class presentations
- Newspaper

- Student council
- Drama
- Afterschool clubs

Parents/families will be given the opportunity to assist their children in the various activities above. They will be invited to attend various events that showcase student's work efforts and projects as a result of participation in these 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:

Shared needs assessment and Action plans with SSC on March 18, 2021. No additions and or suggestions were made.

2 ELAC:

Our ELAC has been combined/folded in with our SSC.

3 Staff:

The Needs Assessment and Action plans were shared with the staff on March 16 and on March 17. No additions and or suggestions were made.

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**
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 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.
 - **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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

VP, CCT

Timeline:

Quarterly

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

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

Owner(s):

Teachers, VP, Principal

Timeline:

Twice a year/and as the events are held

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

- Material and supplies to maintain the various engagement activities and events
- Teacher volunteers to employ students in various jobs

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics	500.00

\$500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.91 %	2020-2021	8.5 %
Suspensions students with 1 or more		0 %	2020-2021	2 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

This metric was adversely effected by our distance learning model imposed by the COVID-19 pandemic. Every attempt was made to engage students in the learning from a distance: calls home from teachers, Office Assistant, and administration. Multiple home visits were made.

2019-20 - 12.91% were absent 10% or more

2018-19 - 8.2% were absent 10% or more

2017-18 - 8.9% were absent 10% or more

Suspensions students with 1 or more

Due to the COVID-19 pandemic and distance learning, there were no suspensions recorded during the 2020-21 school year.

2019-20 - 3.4% suspended at least once

2018-19 - 2% suspended at least once

2017-18 - 3.4% suspended at least once

Suspensions by gender

- 97.78% male suspensions
- 2.22% female suspensions

Suspensions by ethnicity

- 28.26% White
- 15.22% AA
- 39.13% Hispanic

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

- Due to the COVID-19 pandemic, more students called in absent or just "no showed" during the Spring of 2020.
- Relying on older siblings to get their younger siblings signed on (late and no shows)
- Technology issues
- Family emergencies

Suspensions students with 1 or more

- Lack of academic achievement
- Lack of engagement
- Sense of belonging

- 10.87% Multi-Racial
- 6.52% Asian

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.

Staff Development/Professional Development:

- PD for Cultural Proficiency
- Doug Fisher training for Distance Learning Playbook/Engagement strategies
- Technology training to implement different learning/engagement platforms.
- Inclusion of daily Social Emotional lessons.
- CIPL website – SEL lessons/strategies

Student Engagement/Activities:

- No athletics
- No Elective Wheel
- No Student Jobs
- No plays/drama

Community Involvement:

- No PTA in person functions
- Virtual BTS night/Conferences/Open House

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 2021-2022 SPSA.

Staff:

- Promote social emotional awareness and implement lessons.
- Continue with Cultural Proficiency training.
- Continue with engagement strategy training.
- Encourage participation and involvement in our school community.
- Have RCA contact and counsel students with high absentee rates.
- Implement incentive/reward program for “improved attendance”.
- Set aside time daily or weekly to review/tutor students on already taught materials.

Students:

- Resume athletics, Elective Wheel, Student Jobs, plays/drama, and other extra-curricular activities.

Community:

- Resume in-person functions (BTS night, conferences, Elective Wheel Showcase, PTA functions).

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:	2 ELAC:	3 Staff:
Shared needs assessment and Action plans with SSC on March 18, 2021. No additions and or suggestions were made.	Our ELAC has been combined/folded in with our SSC.	The Needs Assessment and Action plans were shared with the staff on March 16 and on March 17. No additions and or suggestions were made.

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. A school-wide incentive system will be in place to recognize students 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

Owner(s):

Timeline:

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

Office Assistant, Teachers, TSA, Principal

Daily

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

Owner(s):

Timeline:

Reward students for improved attendance.

Office Assistant, CCT, VP, Principal

Quarterly starting at the end of quarter 2

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

- Hire a Resource Counseling Assistant (0.40 contract/2 days 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:

Specify enhanced services for low-performing student groups:

Translators will be made available for parent conferences.

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.

2021-2022 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3000	RCA - 0.45 FTE Ayer / 0.30 Malloch (also compliant with G3 A2)	18,537.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support student engagement	500.00

\$19,037.00

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	Current Target	Actual	As Of	Target
Student Survey - Caring adult		75.97 %	2019-2020	82.97 %
Staff Survey – Overall Positive in Belonging Domain		80.37 %	2019-2020	85 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Retention of staff

This is a new goal. In the past 5 years, 7 teachers have left Malloch, 4/7 left due to retirement, 1/7 moved out of the district, 1/7 moved to another FUSD school, 1/7 moved to another position within FUSD.

We will work to implement the following actions:

- Explore opportunities to hire staff from diverse backgrounds
- Continue to build a positive, collaborative and welcoming work environment
- Develop a "Welcome to Malloch" protocol
- Provide professional development based on teacher needs
- Create opportunities for staff members to engage with each other
- Weekly communication

Staff Survey – Overall Positive in Belonging Domain

2019-20 - 80.37% of staff answered favorably to the Belonging Domain on the staff survey

2020-21- 95%

Student Survey - Caring adult

2019-20 - 75.97% of students answered favorable to the question....

2020-21 - 80%

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

Staff Goal - Site Defined

N/A new goal.

Staff Survey – Overall Positive in Belonging Domain

- Create more opportunities for teachers to share their best practices
- Focus on connecting with each other before diving into the work
- Implement more vertical articulation (cross grade level teams)

Student Survey - Caring adult

- identify students who are "shadow students" those in the middle who do not typically get recognized (they do not display poor behavior, usual very quiet and may not be academically strong)
- Increase Cultural awareness

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.

Professional Learning & Staff Development:

Our planned Cultural Proficiency training and coaching with Dr. Hollie was deleted and we did not train staff in Guided Reading. Professional development was centered around distance learning platforms and engagement strategies.

- Professional Learning summits focused on distance learning platforms
- Cultural Proficiency training was conducted by Suzanne Orr.
- Doug Fisher training was provided and every teacher received a copy of the book, **The Distance Learning Playbook**.
- CIPL inclusive website provided training/ learning opportunities for all teachers
- SEL support and communication was provided through our DPI department
- On demand technology training was available (Nearpod, Teams, etc.) for all teachers.

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 2021-2022 SPSA.

Teacher Retention/New Goal

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

- Focus on building relationships - connection before content.
- Develop a method to celebrate our work and share best practices.
- Provide clear and consistent weekly communication.

Professional Learning & Staff Development:

- Continue our Cultural Diversity training to promote inclusive practices.

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:

Shared needs assessment and Action plans with SSC on March 18, 2021. No additions and or suggestions were made.

2 ELAC:

Our ELAC has been combined/folded in with our SSC.

3 Staff:

The Needs Assessment and Action plans were shared with the staff on March 16 and on March 17. No additions and or suggestions were made.

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

Explain the Progress Monitoring and data used for this Action

[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](#)

Annual staff survey results

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

All staff

[Timeline:](#)

Yearly

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

Staff meeting/professional learning agendas

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

Principal

[Timeline:](#)

Monthly

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

- Continue Culturally Proficient training
- Materials and supplies
- Books and other references

[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

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

Owner(s):
CCT

Timeline:
Yearly

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

Owner(s):
CCT

Timeline:
Quarterly

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

Owner(s):
CCT

Timeline:
Quarterly

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

Owner(s):
CCT, Office Assistant

Timeline:
Quarterly

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

Owner(s):
CCT, Principal

Timeline:
Quarterly

Describe Direct Services 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	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Due to a year of distance learning, all opportunities for parents to engage in "on campus" activities were suspended. The list below describes the events and activities that Malloch has offered in the past.

- Math/Science family nights
- PTA events
- Open House
- Elective Wheel showcase
- Art showcase PS/TK/K
- School-wide play (Drama)
- Student newspaper
- Stampede

The budget allotted for these activities was re-distributed to direct student materials for distance learning.

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

Family Goal - Site Defined

Due to a year of distance learning, these activities were suspended. In the past the following were a deterrent to participation.

- Parent transportation
- Time of event/activity was not conducive to families schedule

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.

Due to school closures and the implementation of distance learning, opportunities for parents/families to engage in in-person events and activities were suspended. Our plan is to continue these events and activities in the 2021-22 school year.

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 2021-2022 SPSA.

We will not change any of the events and activities we offer our school community. We will actively seek out additional ways to engage more families.

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:

Shared needs assessment and Action plans with SSC on March 18, 2021. No additions and or suggestions were made.

2 ELAC:

Our ELAC has been combined/folded in with our SSC.

3 Staff:

The Needs Assessment and Action plans were shared with the staff on March 16 and on March 17. No additions and or suggestions were made.

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
- Community Meetings and coffee hours
- Math and Science family 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.
 - Continue to provide quarterly academic awards assemblies and opportunities for family members to attend.
 - Continue to conduct Parent/Teacher conferences at least once in the Fall and as needed throughout the school year.
- Student Centered and Real-World Learning:
 - Provide two 10 week Elective Wheel classes for every 1st - 6th grade student. Students will choose their classes from a wide variety of STEAM options.
 - Families will be invited to attend a showcase of elective wheel student projects, twice a year.
 - Student job program will engage students and their families in school-wide community building experiences.
- 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.

2021-2022 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	Mat & Supp			Materials and Supplies - No Food, No Incentives	1,579.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food, No Incentives	642.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes (4) Days Planning X 24 Teachers	9,555.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts (6) hours X 24 Teachers	16,665.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Resources Compliant also with G4A1	2,154.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,300.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Library Ricoh Copy Machine Lease	1,455.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,950.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for Return to School	9,307.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to provide Tier 3 Reading Support	38,178.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes 8 days	1,594.00
G1A2	Sup & Conc	Instruction	Direct-Maint			G1A1 Computer Repair	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Examiners (3 days)	510.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Books and other Reference	2,000.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics	500.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3000	RCA - 0.45 FTE Ayer / 0.30 Malloch (also compliant with G3 A2)	18,537.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support student engagement	500.00
Total							\$125,426.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,758.00
Sup & Conc	7090	\$82,401.00
LCFF: EL	7091	\$12,960.00
One-Time School	7099	\$9,307.00
Grand Total		\$125,426.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$105,889.00
G2 - Expand student-centered and real-world learning experiences	\$500.00
G3 - Increase student engagement in their school and community	\$19,037.00
Grand Total	\$125,426.00