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: May 3, 2017

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District Goals		
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.		
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.

Malloch Elementary   Title I School

Consolidated Program Assurances

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

School Site Council

School Site Council List Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michiko English	X				
2. Deby Martin		X			
3. Shannon Crass		X			
4. Lynnette Vincent		X			
5. John Romero			X		
6. Sandra Kroeger				X	
7. Dana Clarke				X	
8. Saeng Bunsy				X	
9. Michelle Cortez				X	
10. Steve Smith				X	
11.					
12.					
13.					
14. Chairperson – Steve Smith					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Malloch Elementary School			
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 Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Michiko English	*Michiko English*	3/31/17
SSC Chairperson	Steve Smith	*Steve Smith*	4/4/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	$15,239
7090	LCFF Supplemental & Concentration	$66,874
7091	LCFF for English Learners	$7,620

TOTAL 2017/18 ON-SITE ALLOCATION **$89,733**

* Title I requires a specific investment for Parent Involvement		
Title I Parent Involvement - Minimum Required	$335	
Remaining Title I funds are at the discretion of the School Site Council	$14,904	
Total Title I Allocation	$15,239	

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Malloch ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	7/68	N/A[3]	34.80%	45.68%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	12/68	N/A[3]	23.58%	34.16%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	5/66	N/A[3]	40.58%	50.00%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	7/68	0.00%[4]	35.67%	36.05%	22.36%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	2/63	N/A[6]	58.82%	66.67%	13.79%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	1/63	N/A[6]	73.53%	86.67%	27.59%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	5/67	N/A[7]	N/A[7]	41.82%	53.91%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	5/67	N/A[8]	N/A[8]	38.17%	45.86%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	59/68	7.14%	44.83%	10.71%	28.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	3/68*	0.00%	54.17%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☑	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	2/68	23.08%	6.25%	24.00%	33.33%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	11/68	95.91%	95.79%	96.01%	95.44%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	14/69	10.17%	12.15%	10.77%	10.04%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	39/68	N/A[10]	N/A[10]	39.73%	36.34%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	3.68%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	[843]	**District Dashboard (Goal 4):** Out of school suspension instances per 100	38/68	3.46%	3.64%	7.44%	5.07%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	[528]	**District Dashboard (Goal 4):** Expulsions per 100	58/68	0.22%	0.00%	0.21%	0.00%	•LCAP Dashboard - 6SchoolClimate
☑	[2080]	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	21/67	78.35%	73.48%	77.48%	75.66%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☑	[7132]	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	18/68	N/A[13]	N/A[13]	74.94%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☑	[7133]	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	16/69	N/A[13]	N/A[13]	69.12%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☑	[7134]	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	3/68	N/A[13]	N/A[13]	71.55%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☑	[7135]	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	42/68	N/A[13]	N/A[13]	70.16%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:
Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:
In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ⚪ No ⚪ Yes | Approval Date : 03/16/2017

Last Edit: michiko.english - 03/10/2017

Save

Malloch Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	45.68	10	
3169 - 3rd grade students reading at grade level	50	20	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	53.9	10	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase the percentage of students meeting and or exceeding ELA standards, Malloch will focus on two main areas: **Accountable Community Cycles of Improvement and Instructional Practices.**

Accountable Community Cycles of Improvement

Using 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 don't learn?
4. How will we respond if they already know it?

we will use our core curriculum of Wonders to:

- identify grade level essential standards/learning targets,
- create and administer Common Formative Assessments (CFA's),
- align our instruction to identified targets and assessments,
- analyze CFA data to determine: learning gaps and opportunities to extend the learning.

- Re-teach and or extend and assess progress.
- Data will be collected and recorded by grade levels to monitor/track student progress.

A multi-tiered AC/school-wide systematic RtI program will be implemented to address the needs of all students struggling in ELA, in particular, the disproportionality between subgroups. Emphasis will be given to ensuring our students in grades Pre-School-third grades receive the foundational skills necessary to move on to the intermediate grades.

- Provide a part time teacher to organize, monitor progress and support the RtI program.
- Provide technology support for reading intervention.
- Provide professional development and materials to implement Guided Reading in grades K-3.
- Supplemental hours will be given to the Library Technician to extend library time and to support technology use.

Instructional Practices

Our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide (IPG).

- Administrative team will conduct walks using the IPG and will calibrate results; this data will be shared twice monthly.
- Two days of release time will be given to teachers to observe others using the IPG tool.
- Four hours of supplemental contract time will be given to teachers at the beginning of the 2017 school year to plan instruction based on 2017 CAASPP scores and end of year IPG data.
- Three days of release time will be given to teachers throughout the school year to plan using CFA and IPG data.
- Data chats with AC teams will be conducted during teacher planning days.

SMART Goals

By the end of the 2017-18 school year, the percentage of student scoring "meeting or exceeding standards will increase 10%, from 45.68% to 54.68% as measured by the ELA CAASPP assessment.

By the end of the 2017-18 school year, the percentage of third graders reading at grade level or above will increase 20%, from 50% to 70% as measured by the ELA CAASPP Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
3165, 3169	Principal/TSA/Teachers/Staff /Parents/ Students	August 2017 - June 2018
- Common Formative Assessments CFA's - Wonders embedded assessments - DRP/BAS/KAIG results - DIBELS/Wonders embedded assessments - CAASPP results	AC Teams August 2017 - June 2018	

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

- Communication to parents/students
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- PTA

Describe Related Professional Learning:

- RtI structures - continue to strengthen understanding of how to respond to students when they have not learned - Intervention strategies
- Guided reading - continue to strengthen reading comprehension instruction
- Continue to deepen understanding of the tenets in the IPG
- Continue deconstructing the standards, writing learning targets, aligning assessments and analyzing the results to improve instruction

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students working significantly below grade level in ELA will be addressed through targeted interventions, differentiated instruction (RtI).

- Certificated Tutor
- (3) Release days for teachers to plan
- (4) hours of supplemental time for teachers to plan
- Technology software i.e. Raz Kids Reading Program
- Guided Reading
- Material and supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

Malloch Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Release time for teachers to observe other teachers using the IPG.	$ 5,812.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics leveled readers, home school communication	$ 500.00
1	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation, baby sitting	$ 400.00
								Total	$ 6,712.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	34.16	10	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	44.9	10	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase the percentage of students meeting and or exceeding MATH standards, Malloch will focus on two main areas: **Accountable Community Cycles of Improvement and Instructional Practices**

Accountable Community Cycles of Improvement

Using 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 don't learn?
4. How will we respond if they already know it?

we will use our core curriculum of Wonders to:

- identify grade level essential standards/learning targets,
- create and administer Common Formative Assessments (CFA's),
- align our instruction to identified targets and assessments,
- analyze CFA data to determine: learning gaps and opportunities to extend the learning.
- Data will be collected and recorded by grade levels to monitor/track student progress.

A multi-tiered AC/school-wide systematic RtI program will be implemented to address the needs of all students struggling in ELA, in particular, the disproportionality between subgroups. Emphasis will be given to ensuring our students in grades Pre-School-third grades receive the foundational skills necessary to move on to the intermediate grades.

- Balanced instruction - **Focus, Coherence, Rigor**
- Provide technology support for mathematics intervention.
- Develop a school-wide fluency structure
- Supplemental hours will be given to the Library Technician to extend library time and to support technology use.

Instructional Practices

Our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide (IPG).

- Administrative team will conduct walks using the IPG and will calibrate results; this data will be shared twice monthly.
- Two days of release time will be given to teachers to observe others using the IPG tool.
- Four hours of supplemental contract time will be given to teachers at the beginning of the 2017 school year to plan instruction based on 2017 CAASP scores and end of year IPG data.
- Three days of release time will be given to teachers to plan using CFA and IPG data.
- Data chats with AC teams will be conducted during teacher planning days.

SMART Goals

By the end of the 2017-18 school year, the percentage of students scoring "meeting or exceeding standards will increase 10%, from 34.16% to 44.16% as measured by the Math CAASP assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Common Formative Assessment Data (CFA's) - Common Assignments/HMH Performance Tasks - District Interim Assessment Data - CAASP data	Principal/TSA/Teachers/ Staff/Parents/ Students	August 2017 - June 2018

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

- Communication to parents/students
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- PTA

Describe Related Professional Learning:

- School-wide fluency structure
- Building conceptual understanding - (Build it, Draw it, Write it)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Teachers will utilize GO MATH curriculum and materials to plan lessons that address **Focus, Coherence, Rigor.**

- (3) Release days for teachers to plan
- (4) hours of supplemental time for teachers to plan
- Technology software
- School-wide fluency structure
- Material and supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

Malloch Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750			$ 33,106.00
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Release time for teachers to utilize the cycle of continuous improvement with CFA data.	$ 6,865.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for after school tutoring	$ 3,316.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				(4) hours of planning time for 21 teachers	$ 2,611.00
2	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Supplemental Contract to extend library hours.	$ 1,476.00
2	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Release time for teachers to utilize the cycle of continuous improvement based on CFA data.	$ 2,287.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	$ 10,200.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Books and other reference materials/software	$ 4,500.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies, books, paper, ink,	$ 3,699.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	$ 3,989.00
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	$ 1,955.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance (Technology)	$ 1,000.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies - books, paper, ink	$ 4,639.00
								Total	$ 79,643.00

Action # 3

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	24	5	

○ New-Action	⦿ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to ensure all English Language Learners (EL's) are progressing toward English Language Proficiency, they will receive integrated and designated ELA instruction based on their assessed needs. Teachers will be given planning time to determine the best instructional practices needed to support student progress.

SMART Goals

By the end of the 2016-17 school year, the percentage of English Learners advancing at least one proficiency level will increase by 5%, from 24% to 29% as measured by their scaled score on the CELDT Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- CELDT Results - CELDT Goal Setting sheets - Accountable Community Common Formative Assessments - DRP, KAIG, BAS and District Interim Assessments	Principal, TSA, Teachers, Students, Parents	August 2017 - June 2018

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

- Communication to parents/students
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- PTA

Describe Related Professional Learning:

- Continue professional learning on designated and integrated EL instruction

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

EL students will receive designated and integrated instruction based on assessed needs.

- Certificated Tutor
- (3) Release days for teachers to plan
- (4) hours of supplemental time for teachers to plan
- Technology software i.e. Raz Kids Reading Program
- Guided Reading
- Material and supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

Malloch Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				(4) hours of planning time for 21 teachers	$ 870.00
3	1	LCFF: EL	Instruction	Books & Other Reference				Books and other reference materials/software	$ 945.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies, books, paper, ink	$ 1,363.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT Examiners	$ 200.00
								Total	$ 3,378.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	10.77	-5	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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.

SMART Goals

By the end of the 2017-18 school year, the percentage of chronically absent students will decrease 5%, from 10.77% to 5.77% as measured by attendance data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Atlas attendance reports - Phone calls home regarding attendance (Teachers and Administration) - Attendance meetings with parents - Attendance at school-side incentive activities - Tardy and reverse tardy data	Principal, TSA, Office Manager, Office Assistant, Teachers, Students, Parents	August 2017-June 2018

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

- Communication to parents/students
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour

Describe Related Professional Learning:

- Student Success Team process
- Atlas reports

- PTA

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will receive recognition for improved and positive attendance

- Award certificates
- Positive attendance activities and assemblies
- Materials and supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Parent meetings to stress the importance of regular attendance
- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	77.48	20	

○ New-Action	⦿ On-going	**Reasoning:**	☐ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Detail the Action

In order to increase the number of unique students engaged with Goal 2 activities we will:

- explore ways to get our Pre-School, Transitional Kindergarten and Kindergarten students involved in arts, activities and athletics,
- continue to offer two Elective Wheel sessions, one in the Fall and one in the Spring that will culminate with a Showcase of projects and performances,
- continue to offer school-wide jobs to students to provide them with service opportunities and to help build their sense of responsibility,
- encourage students to participate in school sponsored athletics,
- participate in the annual Peach Blossom Festival and District-wide Spelling Bee,
- foster our Art Docent program to integrate the arts,
- organize a Student leadership/student council.

SMART Goals

By the end of the 2017-18 school year the percentage of unique students engaged in any Goal 2 activity (activities, arts and athletics) will increase 20%, from 77.48% to 97.88% as measured by Goal 2 engagement data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Engagement Data Recording Tool - Attendance - Fall/Spring Showcase projects and performances - Winter Program performances - Spring Art show projects and performances	Principal, TSA, Staff, Students, Parents	August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):	Describe Related Professional Learning:
- Communication to parents/students about the elective wheel course offerings - Weekly phone messages detailing activities happening at school	- Integrated Arts Curriculum - Physical Education activities

- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Fall/Spring Elective Wheel Showcase
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- PTA

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Planning time will be provided for teachers to plan elective wheel classes. (Goal 2 funds)
- (2) hours of compensation time will be given to teachers to attend the Elective Wheel Showcase ((1) hour for the Fall and (1) hour for the Spring)
- Materials and supplies for the Elective Wheel classes
- Supplemental contracts will be given for teachers to form clubs (cheer leading, student council, Peach Blossom, Spelling Bee, Showcase (organizer) etc.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

Action # 6

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	74.94	10	
7133 - Elementary students growth mindset survey results for questions 10-13	69.12	10	
7134 - Elementary students self-efficacy survey results for questions 14-17	71.55	10	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	70.16	10	

◉ New-Action	○ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase the number of students positively responding to all four measures of the student SEL survey **(Growth Mindset, Self-Management, Self Efficacy, and Social Awareness)** we will:

- expand our Kindness Campaign to multiple events throughout the school year,
- continue to conduct Class meetings and or Morning Meetings at least once a week,
- participate in PTA sponsored family activities (Family Dance, Bike Rodeo, Carnival),
- build these traits into our Guidelines for Success (P.R.I.D.E.) assemblies,
- explicitly and with an integrated approach, teach these traits throughout the school year.

SMART Goals

By the end of the 2017-18 school year, positive responses on all four measures of the student SEL Survey **(Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness)** will increase by 10% from an average of 71.44% to 81.44% as measured by SEL student survey responses.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Attendance data - Class Meeting and or Morning Meeting lesson plans - Class Meeting and or Morning Meeting verification sheets - Office referrals - Positive progress on student report cards	Principal, TSA, Staff, Students, Parents	August 2017-June 2018

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

- Communication to parents/students
- Weekly School Messenger (phone call)
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Weekly school newsletter/Red Communication Folder
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- PTA

Describe Related Professional Learning:

- Professional development on all four areas: **Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness**
- Professional development on Second Step and Olweus Anti-Bullying Program

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will take part in lessons designed to build skills and strategies in all for areas: **Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness.**
- Materials and supplies
- Supplemental books and magazines
- Outside speakers and assemblies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0320 Malloch Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent participation, baby sitting	400.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Release time for teachers to observe other teachers using the IPG.	5,812.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics leveled readers, home school communication	500.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies - books, paper, ink	4,639.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,200.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		33,106.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Release time for teachers to utilize the cycle of continuous improvement with CFA data.	6,865.00
2	1	Sup & Conc	Instruction	Teacher-Supp			(4) hours of planning time for 21 teachers	2,611.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for after school tutoring	3,316.00
2	1	Sup & Conc	Instruction	Bks & Ref			Books and other reference materials/software	4,500.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, books, paper, ink,	3,699.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology	3,989.00
2	1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance (Technology)	1,000.00
2	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Supplemental Contract to extend library hours.	1,476.00
2	1	LCFF: EL	Instruction	Teacher-Subs			Release time for teachers to utilize the cycle of continuous improvement based on CFA data.	2,287.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Technology	1,955.00
3	1	LCFF: EL	Instruction	Teacher-Supp			(4) hours of planning time for 21 teachers	870.00
3	1	LCFF: EL	Instruction	Bks & Ref			Books and other reference materials/software	945.00
3	1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies, books, paper, ink	1,363.00
3	1	LCFF: EL	Instruction	Direct-Other			: CELDT Examiners	200.00

$89,733.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$15,239.00
Sup & Conc	7090	$66,874.00
LCFF: EL	7091	$7,620.00
Grand Total		**$89,733.00**

Domain Totals	Budget Totals
Academic	$89,333.00
SEL / Culture & Climate	$400.00
Grand Total	**$89,733.00**