

Malloch Elementary

106216660063811

Principal's Name: Michiko English

Principal's Signature: *Michiko English*

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
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>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.


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

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 - Steve Smith				X	
3. Saeng Bunsy				X	
4. Sandra Kroeger				X	
5. Vanessa Gowett				X	
6. Issma Clark				X	
7. Amanda Snyder		X			
8. Leslie Magana		X			
9. Julie Schrey		X			
10. John Romero			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:			
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		
SSC Chairperson	Steve Smith		3.22-18

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

Consolidated Program Assurances

<p>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.</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 Involvement 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 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.</p>

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$17,666
7090	LCFF Supplemental & Concentration	\$85,641
7091	LCFF for English Learners	\$7,239
TOTAL 2018/19 ON-SITE ALLOCATION		\$110,546

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$484
Remaining Title I funds are at the discretion of the School Site Council	\$17,182
Total Title I Allocation	\$17,666

Malloch Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.553	49.553
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.596	43.596

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

Accountable Community work:

- Deconstructing standards
- Identifying essential standards
- Creating assessments aligned to essential standards
- Use of adopted curriculum to plan instructional path
- Use of Common Formative Assessments to determine areas of intervention and acceleration
- Re-teaching or accelerating student learning
- Re-assessing student progress

Instruction Practice Guide for Literacy

- Calibrated walks with TSA to identify trend data
- Grade level IPG walks at region schools
- Professional Learning and collaborating around the purpose and intent of the Instructional Practice Guide
- Focus on Tenets 1-3

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

Accountable Community work:

- Deconstructing standards
- Identifying essential standards

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Possible factors that contributed to the disproportionality:

- Few EL students spread throughout grade levels/lack of concentrated designated time for ELD instruction.
- Lack of student efficacy and parent involvement for our SES students

Overall - 132/229 or 57.64% Nearly Meeting/Not Meeting Standards

Significant subgroups:

- Socioeconomically Disadvantaged - 81/229 or 35% Nearly Meeting/Not Meeting Standards
- Hispanic - 56/229 or 24% Nearly Meeting/Not Meeting Standards
- White - 45/229 or 20% Nearly Meeting/Not Meeting Standards

LCFF Groups

- English Learners - 7/7 or 100% Nearly Meeting/Not Meeting Standards
- Foster Youth - 2/2 or 100% Nearly Meeting/Not Meeting Standards

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

Overall - 148/234 or 63.25% Nearly Meeting/Not Meeting Standards

Significant subgroups:

- Creating assessments aligned to essential standards
- Use of adopted curriculum to plan instructional path
- Use of Common Formative Assessments to determine areas of intervention and acceleration
- Re-teaching or accelerating student learning
- Re-assessing student progress - Use of Illuminate to create CFA aligned to essential standards
- Focus on application problems (GO Deeper/Think Smarter)

Instruction Practice Guide for Literacy

- Calibrated walks with TSA to identify trend data
- Grade level IPG walks at region schools
- Professional Learning and collaborating around the purpose and intent of the Instructional Practice Guide

- Socioeconomically Disadvantaged - 86/234 or 37% Nearly Meeting/Not Meeting Standards
- Hispanic - 60/234 or 25% Nearly Meeting/Not Meeting Standards
- White - 55/234 or 24% Nearly Meeting/Not Meeting Standards

LCFF Groups

- English Learners - 6/7 or 86% Nearly Meeting/Not Meeting Standards
- Foster Youth - 2/2 or 100% Nearly Meeting/Not Meeting Standards

Step 2: 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:

School Site Council agreed with the recommendations of the ILT. The council was encouraged by the growth made on Interim #2 and want to see personalized learning be a focus for the 2018-19 school year. The

2 ELAC:

N/A

3 Staff:

- Depth and Complexity/acceleration for all
- AC Cycles of Continuous Improvement
- Planning time
- Use of CFAs and data analysis
- Designated ELD time

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds were allocated for two purposes: procurement of more student computers and instructional supplies.

- Additional computers were added to give students access to the adopted curriculum online resources, online assessment opportunities, and 21st century skills,
- Instructional supplies were purchase to enhance and engage students in the content.

Allocation of Title 1 funds for the 2018-19 school year will include:

- Contract with Educational Elements to structure blended learning and personalized learning for socioeconomically disadvantaged students.
- Continue allocation of materials and supplies to support English Language Arts and Mathematics instruction.

Action 1

Title: English Language Arts

[Action Details:](#)

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

Accountable Communities -AC's

Continue refining the practices of responding to the four guiding questions.

1. What do we expect our student to learn?
2. How will we know they are learning?
3. How will we respond when they have not learned?
4. How will we respond when they already know it?

We will use the FUSD adopted curriculum of Wonders as our core resource for ELA instruction. In addition we will continue to refine our work to:

- identify essential standards and keep our focus on ensuring all students show mastery.
- align our instruction to identified targets.
- create and administer Common Formative Assessments, CFA's to determine student progress and plan for intervention and or acceleration.
- continue learning how to best implement depth and complexity into our instruction.

Tiered Support

Tier 1 - Classroom instruction/personalized learning

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

CT to provide push in support students who are not showing mastery on the latest CFA

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

Instructional Practices - IPG

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

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

Personalized Learning

In tandem with our AC and IPG work, we will partner with Educational Elements and FUSD Instructional Technology Department to create a structure for personalized learning and differentiation focusing on the core four elements.

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

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](#)

AC Meeting Protocols and Data Analysis Tools

CFA Calendars

Owner(s):

Lead Teachers/Principal

Timeline:

Weekly

By unit of study

[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](#)

DRP/BAS/KAIG Data

Owner(s):

Teachers, Certificated Tutor, Principal

Timeline:

DRP - Twice a year

KAIG - Quarterly

BAS - Three times per year

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

DIBELS and Wonders Embedded assessments

Owner(s):

Certificated Tutor, Principal

Timeline:

Twice a quarter

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

Interim Data

Owner(s):

Teachers, TSA, Principal

Timeline:

Twice a year

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

CAASPP Data

Owner(s):

Teachers, TSA, Principal

Timeline:

Yearly

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

IPG Report

Owner(s):

Principal/TSA

Timeline:

Bi-monthly

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

AC Data Chats

Owner(s):

Teachers

Timeline:

4 times a year during planning day time

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

Student Goal Setting

Owner(s):

Teachers/Students

Timeline:

Quarterly

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

- Certificated Tutor for early literacy support - CT will provide tier 2 support during T-Rtl for the first semester. We will re-evaluate student needs at the end of the first semester to see if tier 3 supports are needed.
- (4) Release days for teachers to plan instruction
- (2) Release days for teachers to observe and calibrate instructional practices using the IPG
- Supplemental contracts for after school tutoring
- (6) hours of supplemental planning time before the 2018-19 school year
- Contract with Educational Elements to structure personalized learning
- Technology and technology software i.e. RazKids
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for leveled readers (Guided Reading) and other materials to support literacy
- Graphics for school to home communication
- (3) Teachers to attend 2019 CAG Conference

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

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

Specify enhanced services for EL students:

Continue to explore ways to incorporate designated time into the instructional day.

Data analysis during AC 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

Describe Professional Learning related to this action:

- Educational Elements and District Instructional Technology team will provide professional development to our school Instructional Leadership Team (ILT) on how to best structure personalized learning.
- ILT will teach their grade level teams what they have learned from Educational Elements and District Instructional Technology Team.
- Continue professional development on how to differentiate instruction with a focus on acceleration.
- Explore the work of Sandra Kaplan to further develop our understanding of how to instruct students at a deeper level.

Action 2

Title: Mathematics

Action Details:

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

Accountable Communities -AC's

Continue refining the practices of responding to the four guiding questions.

1. What do we expect our student to learn?
2. How will we know they are learning?
3. How will we respond when they have not learned?
4. How will we respond when they already know it?

We will use the FUSD adopted curriculum of GOMath as our core resource for Mathematics instruction. In addition we will continue to refine our work to:

- identify essential standards and keep our focus on ensuring all students show mastery.
- align our instruction to identified targets.

- create and administer Common Formative Assessments, CFAs to determine student progress and plan for intervention and or acceleration.
- continue learning how to best implement depth and complexity into our instruction which includes focusing on the application of mathematics (GO Deeper and Think Smarter problems)

Instructional Practices - IPG

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

- Administration team will conduct IPG walks to calibrate instruction and provide feedback twice monthly.
- Professional development will be provided by district coaches throughout the school year to grade level teams to build coherence and understanding of the standards being taught.
- Incorporate strategies for acceleration/differentiation utilizing Sandra Kaplan's work on depth and complexity.
- Tiered Support

Tier 1 - Classroom instruction/personalized learning

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

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

Personalized Learning

In tandem with our AC and IPG work, we will partner with Educational Elements and FUSD Instructional Technology Department to create a structure for personalized learning and differentiation focusing on the core four elements.

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

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

Accountable Community Meetings - Protocols and Data Analysis

Owner(s):

Lead Teachers, Principal

Timeline:

Weekly

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

Common Formative Assessments/Data

Owner(s):

Grade Level Teams, TSA, Principal

Timeline:

At least twice per chapter

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

Interim Data

Owner(s):

Teachers, TSA, Principal

Timeline:

Twice a year

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

CAASPP Data

Owner(s):

Teachers, TSA, Principal

Timeline:

Yearly

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

- (4) Release days for teachers to plan instruction
- (2) release days for teachers to observe and calibrate instructional practices using the IPG
- (6) hours of supplemental planning time before the 2018-19 school year
- Supplemental contracts for after school tutoring
- Contract with Educational Elements to structure personalized learning
- Technology and technology software
- Ricoh Copier - rental/supplies/maintenance
- Materials and supplies
- Graphics for math manipulatives and other materials to support mathematics instruction
- Graphics for school to home communication
- (3) Teachers to attend 2019 CAG Conference

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

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

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- District coaches will provide professional development throughout the school year to develop coherence and understanding of the mathematics standards.
- Educational Elements and District Instructional Technology team will provide professional development to our school Instructional Leadership Team (ILT) on how to best structure personalized learning.
- ILT will teach their grade level teams what they have learned from Educational Elements and District Instructional Technology Team.
- Continue professional development on how to differentiate instruction with a focus on acceleration.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (No food or incentives)	1,651.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Elements : Personalized learning	12,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement (No food or incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to work with early literacy skills.	35,665.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for planning. G1 A2	15,462.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for teachers to walk classrooms with IPG tool. G1 A2	7,380.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release Time for Personalized Learning	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for planning ELA/Math	5,846.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring for Math and ELA	1,796.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Other Ref.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,541.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: 2019 CAG Conference (3) Teachers	3,150.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Copier lease	1,346.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA/Math and rewards	500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other ref.	1,941.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Examiners	200.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Educational Elements : Personalized Learning	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Release time for Personalized Learning	3,515.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			After School Tutoring for Math and ELA	598.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,500.00

\$109,934.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	55.481	62.481

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Factors that contributed to these performance outcomes are:</p> <ul style="list-style-type: none"> • Student Jobs • Elective Wheel classes • Art Docent Program • FUSD Enrichment Trips • FUSD Sports Programs • GATE Classes • Music for all 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Data listed in dashboard is not current/update. Current participation rate is closer to 95% school-wide.</p> <ul style="list-style-type: none"> • Student Jobs - grades 2nd-6th participate • Elective Wheel classes - grades 1st-6th participate • Art Docent Program - grades K-6th participate • FUSD Enrichment Trips TK-6th grade participate • FUSD Sports Programs - grades 5th and 6th participate
---	--

Step 2: 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.

<p>1 SSC:</p> <p>The School Site Council supports all of the enrichment activities at Malloch. They especially support our Elective Wheel and want to see more of a variety of offerings for the 2018-19 school year.</p>	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> • Continue all enrichment activities as stated above • Revamp current Elective Wheel courses (provide more rigorous/variety courses)
--	----------------------------------	--

Action 1

Title: Elective Wheel

Action Details:

Malloch will provide a variety of enrichment and acceleration opportunities in two (8) week sessions (Fall/Spring). Students will enroll in two classes per session.

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

Explain the Progress Monitoring and data used for this Action

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

Participation will be tracked through the Engagement Tool in Atlas

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

TSA

[Timeline:](#)

Fall/Spring

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

Showcase projects and performances

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

Teachers

[Timeline:](#)

Twice a year (Fall/Spring)

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

- Planning time will be provided to teachers who teach an Elective Wheel course. (Goal 2 funds)
- Materials and supplies

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

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

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

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

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

- Integrated Arts Curriculum
- CTE

Action 2

Title: Student Jobs

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

Student job applications and interviews

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

Teachers

[Timeline:](#)

Twice a year and as needed

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

Student Survey Responses That are Favorable - Caring Adult

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

Teachers, TSA, Principal

[Timeline:](#)

Yearly

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

- Materials and supplies

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

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

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

Describe Professional Learning related to this action:

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

Action 3

Title: Fieldtrips

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

TSA

Timeline:

As needed

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

- Materials and supplies

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

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

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

Action 4

Title: Athletics

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

TSA

Timeline:

As needed

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

- Supplemental contracts for coaches
- Materials and supplies

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

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

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

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental hours to assist with Elective Wheel.	612.00

\$612.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.778	100
Exposure to Careers - 4th Grade	95.833	100
Exposure to Careers - 6th Grade	98.148	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
 The key factors that contributed to this performance outcome were the expectation that teachers schedule and participate in the fieldtrip for their grade level and follow up after the trip with discussions and lessons that support career opportunities.

Exposure to Careers - 4th Grade
 The key factors that contributed to this performance outcome were the expectation that teachers schedule and participate in the fieldtrip for their grade level and follow up after the trip with discussions and lessons that support career opportunities.

Exposure to Careers - 6th Grade
 The key factors that contributed to this performance outcome were the expectation that teachers schedule and participate in the fieldtrip for their grade level and follow up after the trip with discussions and lessons that support career opportunities.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
 All students participated.

Exposure to Careers - 4th Grade
 All students participated.

Exposure to Careers - 6th Grade
 All students participated.

Step 2: 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:

The School Site Council supports all of the fieldtrips and would like to see a Career Day organized

2 ELAC:

N/A

3 Staff:

- Continue participation in these opportunities
- Add a Career day to the school year.

Action 1

Title: Exposure to Careers

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Teacher, TSA, Principal

Timeline:

Throughout the year

Yearly

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

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

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

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

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

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	10.794	8.794
Suspensions Per 100	8.644	7.644

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

The key factors that contributed to these performance outcomes were:

- students feeling connected to school

Suspensions Per 100

The key factors that contributed to these performance outcomes were:

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Possible factors that contributed to the disproportionality:

- Transfer students had transportation issues.
- Parents taking their children out of school for appointments.

Overall the gap is less than 5%

2016-17 Attendance data

Significant subgroups

Overall 95.43% attendance rate.

- Socioeconomically disadvantaged -139/176 or 65.2% had a 95% or higher attendance rate
- Hispanic -116/176 or 65.91% had a 95% or higher attendance rate
- White -137/195 or 70.26% had a 95% or higher attendance rate

LCFF groups not listed

- Foster Youth - 5/6 or 83% had a 95% or higher attendance rate
- English Learner - 11/21 or 52.38 had a 95% or higher attendance rate

Chronic Absenteeism data

- Socioeconomically disadvantaged -N/A
- Hispanic - 9.8%
- White -8.1%

LCFF groups not listed above

- Foster Youth - 0%
- English Learner - 11.8%

Suspensions Per 100

Possible factors that contributed to the disproportionality:

- Transfer student had issues assimilating to the culture of the school

EOY 2016-2017

Significant subgroup data

Overall - 32/463 or 6.9% suspensions per 100 students reported (SQII indicator #843)

- Socioeconomically disadvantaged - 13 students
- Hispanic -11 students
- White -5 students

LCFF groups not listed above

- Foster Youth - 1 student
- English Learner - 1 student

Q1 2017-18

Overall as of Q1 - 2/511 or .39% suspensions per 100 students reported (SQII indicator #843)

- Socioeconomically disadvantaged -1 student
- Hispanic -0 students
- White -0 students

LCFF groups not listed above

- Foster Youth - 0 student
- English Learner - 0 student

Step 2: 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:

The School Site Council agreed with the recommendations from the ILT.

2 ELAC:

N/A

3 Staff:

- Transfer students
- Sense of belonging

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title I funds were allocated for two purposes: procurement of more student computers and instructional supplies.

- Additional computers were added to give students access to the adopted curriculum online resources, online assessment opportunities, and 21st century skills,

- Instructional supplies were purchase to enhance and engage students in the content.

Allocation of Title 1 funds for the 2018-19 school year will include:

- Contract with Educational Elements to structure blended learning and personalized learning for socioeconomically disadvantaged students.
- Continue allocation of materials and supplies to support English Language Arts and Mathematics instruction.

Action 1

Title: Chronic Absenteeism

Action Details:

In order to decrease the number of students who are chronically absent we will provide individual and school-wide interventions. Student who show improved attendance will receive recognition during quarterly awards. A school-wide incentive system will be in place to recognize student with positive attendance records.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Office Assistant, Teachers, TSA, Principal

Timeline:

Daily

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

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

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

- Student Success Team process
- Atlas reports and Strides

Action 2

Title: Suspensions per 100

Action Details:

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

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, TSA, Teachers

Timeline:

Monthly

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

- Student Jobs opportunities
- Translators
- Materials and supplies

Specify enhanced services for EL students:

Translators will be made available for parent conferences.

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

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

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

2018-2019 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 or incentives)	1,651.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Elements : Personalized learning	12,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement (No food or incentives)	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to work with early literacy skills.	35,665.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for planning. G1 A2	15,462.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for teachers to walk classrooms with IPG tool. G1 A2	7,380.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release Time for Personalized Learning	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for planning ELA/Math	5,846.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring for Math and ELA	1,796.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Other Ref.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,541.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	Sup & Conc	Instruction	Travel			: 2019 CAG Conference (3) Teachers	3,150.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Copier lease	1,346.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA/Math and rewards	500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other ref.	1,941.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Examiners	200.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Educational Elements : Personalized Learning	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Release time for Personalized Learning	3,515.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			After School Tutoring for Math and ELA	598.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,500.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental hours to assist with Elective Wheel.	612.00

\$110,546.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,666.00
Sup & Conc	7090	\$85,641.00
LCFF: EL	7091	\$7,239.00
Grand Total		\$110,546.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$109,934.00
G2 - All students will engage in arts, activities, and athletics	\$612.00
Grand Total	\$110,546.00