

Malloch Elementary

10621666006381

Principal's Name: Michiko English

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the 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>

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 – Jeff Scogin				X	
3. Amanda Snyder	X				
4. Leslie Magana	X				
5. Julie Schrey	X				
6. Danielle Bernal			X		
7. Vanessa Gowett				X	
8. Cara Hethenington				X	
9. Paul Reynolds				X	
10. Nick Calderon				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		April 8, 2019
SSC Chairperson	Jeff Scogin		4-12-19

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 2019/20

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$17,876
7090	LCFF Supplemental & Concentration	\$83,907
7091	LCFF for English Learners	\$8,763
TOTAL 2019/20 ON-SITE ALLOCATION		\$110,546

* 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	\$654
Remaining Title I funds are at the discretion of the School Site Council	\$17,222
Total Title I Allocation	\$17,876

Malloch Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.553 %	58.079 %	2017-2018	68 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.596 %	46.32 %	2017-2018	60 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

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 at least once per unit to determine areas of intervention and acceleration
- Re-teaching or accelerating student learning
- Re-assessing student progress

These actions were highly effective in exceeding our intended targets.

Instructional 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

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

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

All significant subgroups have increased or significantly increased in achievement based on current actions and interventions in place.

Data analysis of CFA/Interim data needs to be refined to identify individual student academic needs.

ILT will continue to monitor disproportionality as part of the CCI process

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

All significant subgroups have increased or significantly increased in achievement based on current actions and interventions in place.

Data analysis of CFA/Interim data needs to be refined to identify individual student academic needs.

ILT will continue to monitor disproportionality as part of the CCI process

These actions were highly effective in exceeding our intended targets.

SBAC Math 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 at least once per chapter to determine areas of intervention and acceleration
- Re-teaching or accelerating student learning
- Re-assessing student progress - Use of Illuminate to create CFAs aligned to essential standards
- Focus on application problems (GO Deeper/Think Smarter)

These actions were highly effective in exceeding our intended targets.

Instructional 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

These actions were highly effective in exceeding our intended targets.

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

All actions were implemented as per the plan; however, due to glitches in the sub calendar system, grade level IPG walks were not completed. Funds allocated to grade level IPG walks were re-allocated by the SSC for travel to conferences (RtI at Work and STEM) and materials and supplies.

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

We will continue to fund grade level IPG walks and will add funds to send teachers to professional learning conferences. These conferences will be targeted on building content specific knowledge and pedagogy, strengthen our PLC structures, and build our understanding of Social Emotional supports for our students. Changes can be found in Goal 1 Action 1 and 2.

No other changes will be made.

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:

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:

Due to the lack of English Learners at our site in the past couple of years, an ELAC was not formed. We are currently working with EL Services to establish this committee due to an increase in the number of English Learners attending Malloch.

3 Staff:

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

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 for students who have gaps in their literacy skills.

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

Instructional Practices - IPG

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

- Administration team will conduct IPG walks to calibrate instruction and provide feedback twice monthly.
- Professional development will be provided 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

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

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

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

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 RtI 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
- (1) Release day for teachers to observe and calibrate instructional practices using the IPG
- (2) Release days for ILT to attend PLI Training
- Supplemental contracts for teachers to provide on site coaching support as needed
- Provide professional development on Guided Reading to teachers in grades K-3
- (6) hours of supplemental planning time before the 2019-2020 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
- (5) Teachers to attend content area conferences

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

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

- Weekly newsletter to the Malloch community
- Back to School Night to include parent training on Personalized Learning, how to access student

Specify enhanced services for low-performing student groups:

We will establish a "No new teaching time" RtI for addressing the gaps in learning. Teachers will use Common Formative Assessments to determine learning gaps and re-teaching areas for those student who need the extra support.

Describe Professional Learning related to this action:

information on Wonders and Go Math, and Office 365/Teams

- Edu-text/Parent Portal
- Parent/Teacher Conferences
- Back to School Night
- School Site Council/ELAC
- Monthly Parent Coffee Hours
- PTA

- 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. We will monitor students will frequent formative assessments, CFAs, and District Benchmark Assessments.
- 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

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

IAB Assessments for grades 3-6

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

Teachers

[Timeline:](#)

As needed throughout the school year/after the content has been taught

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

IPG Reports

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

Principal, TSA, Teachers

[Timeline:](#)

Bi-monthly

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

AC Data Chats

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

Principal, TSA, Teachers

[Timeline:](#)

Quarterly during AC Planning Days

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

Student Goal Setting

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

Students, Teachers

[Timeline:](#)

Quarterly

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

- (4) Release days for teachers to plan instruction
- (1) release day 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
- (5) Teachers to attend content specific conferences

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.

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

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

Specify enhanced services for low-performing student groups:

We will establish a "No new teaching time" RtI for addressing the gaps in learning. Teachers will use Common Formative Assessments to determine learning gaps and re-teaching areas for those students who need the extra 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.

2019-2020 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	Bks & Ref			Books and other reference.	2,000.00
G1A1	Title 1 Basic	Instruction	Direct Trans			: Conference travel	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Educational Elements contract for PLI.	11,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	654.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to support early literacy skills	36,258.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for (22) teachers X (4) days for planning	15,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for (6)hours of planning for teachers.	5,886.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,911.00
G1A1	Sup & Conc	Instruction	Travel			Conference registration and travel	6,770.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease	1,346.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Repair	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for EL support.	602.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other reference to support the social emotional development of our EL students.	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Examiners	200.00
G1A1	LCFF: EL	Instructional Supervision & Admir	Travel			: Conference registration and Travel	2,461.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Release time for ILT to attend PLI training (7) teachers/(2) days	2,470.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies - No Food/Incentives	752.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Release days for IPG Walks (21) teachers/(1) day.	3,707.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA and Math Awards	500.00

\$110,546.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	62.481 %	98.678 %	2017-2018	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.

Goal 2 Participation Rate

Factors that contributed to these performance outcomes are:

- Student Jobs
- Elective Wheel classes
- Art Docent Program
- FUSD Enrichment Trips
- FUSD Sports Programs
- GATE Classes
- Music for all

These actions were highly effective in meeting our intended target.

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

Goal 2 Participation Rate

Data listed in dashboard is not current/update. Current participation rate is closer to 95% school-wide.

- 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

We struggle to create opportunities for our Pre-School, TK, and Kindergarten students to be involved in other than FUSD Enrichment trips.

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

All actions were implemented.

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

We will continue to implement all of these actions.

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.

<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>Due to the lack of English Learners at our site in the past couple of years, an ELAC was not formed. We are currently working with EL Services to establish this committee due to an increase in the number of English Learners attending Malloch.</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)
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Action 1

Title: Elective Wheel

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Participation will be tracked through the Engagement Tool in Atlas

Owner(s):

TSA

Timeline:

Fall/Spring

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

Showcase projects and performances

Owner(s):

Teachers

Timeline:

Twice a year (Fall/Spring)

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

- Weekly newsletter to the Malloch community
- Showcase Nights (2)

Describe Professional Learning related to this action:

- Integrated Arts Curriculum
- CTE

- Monthly Parent Coffee Hours
- PTA

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:	<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

Student job applications and interviews

Owner(s):

Teachers

Timeline:

Twice a year and as needed

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

Student Survey Responses That are Favorable - Caring Adult

Owner(s):

Teachers, TSA, Principal

Timeline:

Yearly

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

- Materials and supplies

Specify enhanced services for EL students:

Participation will enhance integrated ELD instruction.

Specify enhanced services for low-performing student groups:

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

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

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

Describe Professional Learning related to this action:

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

Action 3

Title: Fieldtrips

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

TSA

As needed

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

- Materials and supplies

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Participation will enhance integrated ELD instruction.

All student will be given the opportunity to participate.

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

Describe Professional Learning related to this action:

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

Professional Learning will be provided as needed.

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

Owner(s):

Timeline:

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

TSA

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:

Specify enhanced services for low-performing student groups:

Participation will enhance integrated ELD instruction.

All students will get the opportunity to participate; however, the Culture and Climate Team will monitor student

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

engagements to determine if some students may benefit from participation in athletics.

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	94.915 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

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.

These actions were highly effective in supporting our intended target.

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

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

All actions were implemented.

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

We will continue to implement all actions.

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:

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

2 ELAC:

Due to the lack of English Learners at our site in the past couple of years, an ELAC was not formed. We are currently working with EL Services to establish this committee due to an increase in the number of English Learners attending Malloch.

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

Owner(s):

Timeline:

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

Teacher, TSA, Principal

Throughout the year
Yearly

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

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Participation will enhance integrated ELD instruction.

All students will be able to participate.

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

- 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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	8.794 %	9.581 %	2017-2018	5 %
Suspensions Per 100	7.644 %	3.269 %	2017-2018	1 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Weekly meeting that support school relationships.
 Saturday Academy assist students in re-couping one full days absence.
 School-wide quarterly attendance awards.

The key factors that contributed to these performance outcomes were:

- students feeling connected to school

Suspensions Per 100

Weekly meetings to support school relationships.
 Culture/Climate Team and Instructional Leadership Team meet quarterly to review suspension data to determine needs and put actions into place.

The key factors that contributed to these performance outcomes were:

- low self-esteem and academic confidence.
- school connectedness.

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

Chronic Absenteeism

Data in this category improved - chronic absenteeism declined 2.5%.
 Saturday Academy (students recouping absences) and student engagement continue to play a major role in improving this category.

Suspensions Per 100

Data in this category improved - suspension rate declined 1.4%
 Class meetings on a weekly basis and the number of student engagement activities continue to play an important role in improving this category.

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

All actions were implemented. With the addition of the Saturday Academy we are seeing more and more students take advantage of recoup a lost absence. Our student engagement activities,; for example student jobs and student leadership have supported students making good choices, thus less suspensions.

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

We will continue to offer the Saturday Academy opportunity to recoup a full days absence on Saturdays.

We are looking into re-structuring our Culture and Climate team to explore ways to be proactive with students who need more behavioral supports and build students' sense of belonging.

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:

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

2 ELAC:

Due to the lack of English Learners at our site in the past couple of years, an ELAC was not formed. We are currently working with EL Services to establish this committee due to an increase in the number of English Learners attending Malloch.

3 Staff:

- Transfer students
- Sense of belonging

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

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).

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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- 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.

Specify enhanced services for low-performing student groups:

The Culture and Climate Team will monitor students in this category. Professional development will be held to support teachers as they work with student misbehaviors. A system of re-entry will be put in place to support students coming back to school after a suspension.

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

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

Describe Professional Learning related to this action:

Professional Learning will be provided as needed.

2019-2020 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	Bks & Ref			Books and other reference.	2,000.00
G1A1	Title 1 Basic	Instruction	Direct Trans			: Conference travel	1,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Educational Elements contract for PLI.	11,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	654.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	CT to support early literacy skills	36,258.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release time for (22) teachers X (4) days for planning	15,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for (6)hours of planning for teachers.	5,886.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,911.00
G1A1	Sup & Conc	Instruction	Travel			Conference registration and travel	6,770.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease	1,346.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Repair	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for EL support.	602.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and other reference to support the social emotional development of our EL students.	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,500.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Examiners	200.00
G1A1	LCFF: EL	Instructional Supervision & Admir	Travel			: Conference registration and Travel	2,461.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Release time for ILT to attend PLI training (7) teachers/(2) days	2,470.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies - No Food/Incentives	752.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Release days for IPG Walks (21) teachers/(1) day.	3,707.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA and Math Awards	500.00

\$110,546.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,876.00
Sup & Conc	7090	\$83,907.00
LCFF: EL	7091	\$8,763.00
Grand Total		\$110,546.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$110,546.00
Grand Total	\$110,546.00