

**Malloch Elementary School**

10621666006381

Principal's Name: Stephen Zoller

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

## 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	15/66	52.34 %

### 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	65/68	50 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	64/68	40 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	50/68	30 %

### 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	12/68	47.77 %

### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	62/68	12 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	57/68	13.33 %
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	39/67	12.5 %

### 5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	20/67	73.48 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 1</b>	<i>Detail the action:</i> All students will be reading at grade level by 3 <sup>rd</sup> grade.		
<i>SQII Element:</i> 6062-Number and percentage of K-3 <sup>rd</sup> grade students not on-grade level who are one grade level below	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 6062- 70%	<i>Vendor (contracted services)</i> Certificated Tutor
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-2017 school year we will increase to 70% of K-3 <sup>rd</sup> grade students at or above grade level.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> <li>a. Reviewing of student assignments and data will be gathered, within AC teams, on a bi-weekly basis in order to answer the questions “What will we do if students haven’t learned it?” and “What will be do if they have already learned it?”</li> <li>b. Systematic intervention groups will be formed for students who have not learned the standards with adjustments made minimally once per quarter.</li> <li>c. SQII indicator will be monitored when updated after assessments (DRP or interim)</li> </ul>		<i>Owner(s)</i> Principal TSA AC teams Teachers	<i>Timeline</i> CT intervention groups will begin with the first 3 weeks of school based on end-of-year data or common formative assessments. Bi-weekly review of common formative assessments. Minimum quarterly adjustments to intervention groups.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Providing release time for teachers to attend parent meetings to address the specific learning needs of students who are below grade level.			
<i>Describe related professional learning:</i> Teachers will be given supplemental contracts to plan and design units and common formative assessments related to ELA.			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Through a Certificated Tutor provide targeted early reading intervention to students in grade K-3<sup>rd</sup> grade.
- Purchase supplemental materials to support curriculum and instruction; materials such as technology hardware and software, curriculum materials, and other supplemental materials

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.3750			31,664
Total									\$31,664

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
	<b>Action # 2</b>		
<i>Detail the action:</i> Students in grades TK-6 <sup>th</sup> grade will be at grade level in English Language Arts and mathematics.			
<i>SQII Element:</i> 3898- Number and percentage of TK-12th grade students who are at grade level	<i>SQII Sub-element(s):</i> 3789- Number and percentage of students with a D/F in semester 1 in their current math class 6385- Number and percentage of 6th grade students who meet the Middle School Readiness Rate criteria	<i>Site Growth Target:</i> 3898- 60% 3789- 15% 6385- 40%	<i>Vendor (contracted services)</i> Teaching Fellows iReady
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-2017 school year we will increase to 60% of students at or above grade level. By the end of the 2016-2017 school year we will decrease the number of D’s and F’s to 15%. By the end of the 2016-2017 school year we will increase the number of students who are middle school ready to 40%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i> Principals Teachers	<i>Timeline</i>

<ul style="list-style-type: none"> <li>a. Reviewing of student assignments and data will be gathered, within AC teams, on a bi-weekly basis in order to answer the questions “What will we do if students haven’t learned it?” and “What will be do if they have already learned it?”</li> <li>b. Systematic intervention groups will be formed for students who have not learned the standards or have already mastered the standards with adjustments made minimally once per quarter.</li> <li>c. Reviewing of students’ ELA and math grade during progress reports and at the end of each quarter.</li> </ul>	<p>Teaching Fellows</p>	<p>Supplemental time for planning will be available prior to each quarter</p> <ul style="list-style-type: none"> <li>-Bi-weekly data review within AC teams</li> <li>-Minimum quarterly review of intervention/enrichment groups</li> <li>-bi-quarterly review of grades</li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  Communication will be given to parents regarding if their child is in the intervention or enrichment group. Substitute time will be provided for meeting with parents to inform them of the interventions in place for their student.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>a) Engage students in Common Core grade-level standards through use of Scope and Sequence planning and designing common formative assessments utilizing subject integration (including science, social studies, technology, and the arts)</li> <li>b) Funds will be available for teachers to attend off-campus professional learning related to ELA, math, science, or technology</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>a) Systematic intervention will take place for students who are not yet meeting or have already met standards:                         <ul style="list-style-type: none"> <li>1. Teaching Fellows will be utilized in grades 3rd-6th to provide continued enrichment for students who have already met standards.</li> <li>2. 3rd-6<sup>th</sup> classroom teachers will provide strategic smaller group intervention to students who are not yet at grade level.</li> <li>3. Technology including computers, tablets, hardware, and software will be purchased and utilized to support interventions and enrichments.</li> <li>4. Additional supplemental materials will be purchased to support instruction.</li> </ul> </li> <li>b) Science lab and computer lab carts will be maintained to give students the opportunity to participate in hands-on science/technology learning that reinforces the common core literacy and mathematic concepts/units taught in class:                         <ul style="list-style-type: none"> <li>1. Supplemental contracts will be offered to teachers to support labs and support teachers in planning</li> <li>2. Materials and supplies will be purchased to support instruction in the labs</li> </ul> </li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries					1,029
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					4,359
2	1	Sup & Conc	Instruction	Materials & Supplies					4,782
2	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				Books and reference materials to support instruction	2,850
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Tablets for classroom instructional support	8,583
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows		6,924
2	1	Sup & Conc	Instruction	Books & Other Reference					1,400
2	1	Sup & Conc	Instruction	Non Capitalized Equipment					5,466
2	1	Sup & Conc	Instruction	Travel					1,050
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows		3,889
								<b>Total</b>	<b>\$40,332</b>



<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 3</b>	<i>Detail the action:</i> Support English Learners in language acquisition.		
<i>SQII Element:</i> 6017- Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 6017- 65%	<i>Vendor (contracted services)</i> Imagine Learning
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-2017 the number of English Learners students demonstrating expected growth will increase to 65%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Bi-monthly review of common formative assessments focusing on performance of EL students Review EL student progress on district assessments (KAIG, BAS, DRP, interim) Monthly review of Imagine Learning Data		<i>Owner(s)</i> Principal AC Teams Teachers	<i>Timeline</i> PL and planning time will be provided within the first quarter Purchasing of technology and utilization of software will begin within the first month of school
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Child Care will be provided for parents to attend meetings regarding ways to support their student’s language acquisition and ways to support their education. (Parent University, PIQE, etc.)			
<i>Describe related professional learning:</i> a) Provide professional learning regarding designated and integrated EL instruction. b) Supplemental planning time will be provided to teachers to ensure designated and integrated EL instruction is in their instructional scope and sequences and common formative assessments are created.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			
<i>Specify additional targeted actions for EL students:</i> a) Technology and software (Imagine Learning or other) will be purchased and utilized to support EL students during integrated support. b) Supplemental materials and supplies will be purchased to support both designated and integrated EL instruction.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes to support assessment	193
3	1	EL	Instruction	Teacher-Supplemental Salaries					5,403
3	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Child Care for Parent Meetings	587
3	1	EL	Instruction	Materials & Supplies					458
3	1	EL	Instruction	Books & Other Reference					1,500
3	1	EL	Instruction	Non Capitalized Equipment					2,733
<b>Total</b>									<b>\$10,874</b>

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action:</i> Create opportunities for students and families to be engaged and feel connected to the school.</p>					
<p><i>SQII Element:</i> 2080- Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)</p>	<p><i>SQII Sub-element(s):</i> 6327- Number and percentage of TK-12th grade students who meet the disconnected students criteria 395- Number and percentage of Elementary students that responded 'Most of the time' or 'All of the time' and Secondary students that responded 'Agree' or 'Strongly Agree' to "I feel like I am part of this school?"</p>		<p><i>Site Growth Target:</i> 2080- 85% 6327- 20% 395- 85%</p>		<p><i>Vendor (contracted services)</i></p>	

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i>                      By the end of the 2016-2017 school year the percentage of students engaged in a Goal 2 activity will increase to 85%                      By the end of the 2016-2017 school year the percentage of students shown as disconnected will decrease to 20%                      By the end of the 2016-2017 school year the percentage of students responding positively to being connected to school will increase to 85%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                      (Include all interim monitoring evidence points showing impact)                      Monthly review of Goal 2 engagement reports                      Review results of student surveys</p>		<p><i>Owner(s)</i>                      Principal                      TSA                      Teachers</p>	<p><i>Timeline</i>                      Engagement opportunities will begin being provided no later than the 5<sup>th</sup> week of school</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                      Communication will be given to parents regarding the possible engagements available for their students. Including enrichment classes, student jobs, science and math nights, and other goal 2 activities.                      Communication will be done using EduText, Weekly Red Folders, Text messages, website, monthly Coffee Hours, PTA meetings, and SSC meetings.                      Parent engagement opportunities will consist of Back to School night with Family Picnic, Winter and Spring Showcase, Open House with Family Picnic, Grandparents Day, and monthly events such as Principal Coffee Hours, SSC meetings, and PTA meetings</p>			
<p><i>Describe related professional learning:</i>                      Teachers will receive quarterly refreshers on Second Step, Class Meetings, and other student engagements supports.</p>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ol style="list-style-type: none"> <li>a. Provide students in grades 1-6 with extended learning opportunities (in areas of science, technology, math, writing, languages, leadership, and the arts) through an enrichment/elective wheel program.</li> <li>b. Implement programs that promote positive school culture:                             <ol style="list-style-type: none"> <li>i. Safe and Civil programs</li> <li>ii. Character Counts</li> <li>iii. Bullying prevention</li> <li>iv. Student Jobs</li> <li>v. Peer Mediation</li> </ol> </li> <li>c. Purchasing materials and supplies for elective/enrichment wheel, student jobs, peer mediators, and other supplies as needed.</li> </ol>			
<p><i>Specify additional targeted actions for EL students:</i></p>			

<b>Domain</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 5</b>	<i>Detail the action:</i> Proactive and ongoing school communication will be utilized to promote attendance and opportunities for student, family, and community engagement with the school.		
<i>SQII Element:</i> 6331- Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	<i>SQII Sub-element(s):</i> 356- Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school"	<i>Site Growth Target:</i> 6331- 90% 356- 95%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> Ongoing throughout the 2016-2017 school year students who are moving towards chronic absenteeism will be provided with an appropriate intervention. Ongoing throughout the 2016-2017 positive lines of communication will be maintained in order that 95% of parents feel welcomed at the school.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Bi-weekly review of attendance reports Yearly review of parent survey		<i>Owner(s)</i> Principal TSA Office Manager and Office Assistant	<i>Timeline</i> Weekly review and communication
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Weekly communications will be provided to families to ensure knowledge of school activities (Weekly Red Folder communication, phone calls, emails, etc.) Communication will be done using EduText, Weekly Red Folders, Text messages, website, monthly Coffee Hours, PTA meetings, and SSC meetings. Communication and interventions will be provided to parents of students who are currently in the chronic absence range or are moving toward that designation.			

*Describe related professional learning:*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- a) Supplemental contracts will be provided to classified staff to support the creation and maintenance of communications to parents and community members.
- b) Graphics orders will be used to create communications (handbooks, welcome to school packets, etc.)

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Other Classified-Supplemental					1,879
5	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Supplemental time to support communication with parents	342
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)					500
<b>Total</b>									<b>\$2,721</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 6</b>	<i>Detail the action:</i> Create structures and interventions to support positive student behavior.					
<i>SQII Element:</i> 843- out of school suspensions per 100	<i>SQII Sub-element(s):</i> 848- Number and percentage of suspension incidents in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, lab-computer, lab-library, office, other, playground/field, restroom)			<i>Site Growth Target:</i> 843- under 3.5	<i>Vendor (contracted services)</i> Teaching Fellows (also action 2)	

<input checked="" type="checkbox"/> <i>New Action</i>		<input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i>		<input type="checkbox"/> <i>Research-based</i>		<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> Structures will be put in place beginning the first month of the 2016-2017 to promote positive interaction between students in common areas in order to keep our suspension rate under 3.5 incident per hundred.									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i> Monthly monitoring of student behavior referrals Weekly count of students involved in activities.						<i>Owner(s)</i> Principal TSA Teaching Fellows		<i>Timeline</i> Structures will begin the first month of school.	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Provide release time for teachers to attend parent meetings to address the specific behavior support needs of students.									
<i>Describe related professional learning:</i> Teachers will receive quarterly refreshers on Second Step, Class Meetings, CHAMPS and other student engagements supports.									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Teaching Fellows will be utilized to provide organized games, structures, or activities to promote positive student interactions during recess times 3 days per week.									
<i>Specify additional targeted actions for EL students:</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows		2,000
								Total	\$2,000

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Malloch - 0320

**ON-SITE ALLOCATION**

<b>3010</b>	<b>Title I</b>	<b>\$16,251</b>
7090	LCFF Supplemental & Concentration	\$61,053
7091	LCFF for English Learners	\$10,287
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$87,591</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required

**\$410**

Remaining Title I funds are at the discretion of the School Site Council

**\$15,841**

Total Title I Allocation

**\$16,251**

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

## 2016-2017 Budget for SPSA/School Site Council

### State/Federal Dept 0320 Malloch Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		31,664.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Tablets for classroom instructional support	8,583.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows :	3,889.00
2	1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Books and reference materials to support instruction	2,850.00
2	1	Sup & Conc	Instruction	Teacher-Subs				1,029.00
2	1	Sup & Conc	Instruction	Teacher-Supp				4,359.00
2	1	Sup & Conc	Instruction	Bks & Ref			:	1,400.00
2	1	Sup & Conc	Instruction	Mat & Supp				4,782.00
2	1	Sup & Conc	Instruction	Nc-Equipment			:	5,466.00
2	1	Sup & Conc	Instruction	Travel			:	1,050.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows :	6,924.00
3	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care for Parent Meetings	587.00
3	1	EL	Instruction	Teacher-Subs			Substitutes to support assessment	193.00
3	1	EL	Instruction	Teacher-Supp				5,403.00
3	1	EL	Instruction	Bks & Ref			:	1,500.00
3	1	EL	Instruction	Mat & Supp				458.00
3	1	EL	Instruction	Nc-Equipment			:	2,733.00
5	2	Title 1 Basic	Instruction	Teacher-Subs			Supplemental time to support communication with parents	342.00
5	2	Sup & Conc	Instruction	Oth Cls-Supp				1,879.00
5	2	Sup & Conc	Instruction	Direct-Graph				500.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows :	2,000.00
								<b>\$87,591.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,251.00
Sup & Conc	7090	\$61,053.00
EL	7091	\$10,287.00
<b>Grand Total</b>		<b>\$87,591.00</b>

Domain Totals	Budget Totals
Academic	\$82,870.00
Social/Emotional	\$4,721.00
<b>Grand Total</b>	<b>\$87,591.00</b>



E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Stephen Zoller</b>	X				
2. <b>Chairperson - Dana Clarke</b>				X	
3. <b>Summer Butler-Kearney</b>			X		
4. <b>Shannon Crass</b>		X			
5. <b>Debra Martin</b>		X			
6. <b>Lynnette Vincent</b>		X			
7. <b>Michelle Cortez</b>				X	
8. <b>Cheri Perry</b>				X	
9. <b>Diana Spino</b>				X	
10. <b>Laura Thompson</b>				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Stephen Zoller		3/14/16
SSC Chairperson	Dana Clarke		3/14/2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws