

**Malloch Elementary**

10621666006068

Principal's Name: Michiko English

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

**Consolidated Program Assurances**

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

**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. Principal - Michiko English	X				
2. Chairperson – Reid Gromis				X	
3. Rebecca Seay			X		
4. Debra Martin		X			
5. Lynnette Vincent		X			
6. Kelly Stover		X			
7. Saeng Bunsy				X	
8. Ryan Kalashian				X	
9. Margaret Ann Shamshoian				X	
10. Rebecca Fischle				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.



**Required Signatures**

<b>School Name: Malloch Elementary</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Michiko English		3-21-2024
<b>SSC Chairperson</b>	Reid Gromis		3-21-2024

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Malloch - 0320

**ON-SITE ALLOCATION**

3010	Title I	\$32,280 *
7090	LCFF Supplemental & Concentration	\$113,968
7091	LCFF for English Learners	\$10,368

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$156,616**

\* 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	\$1,076
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Remaining Title I funds are at the discretion of the School Site Council	\$31,204
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Total Title I Allocation	\$32,280
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Malloch Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	15 pts	7.5 pts	2023-2024	15 pts
SBAC ELA - percentage of students met/exceeded standard	✓	62.64 %	58.6 %	2023-2024	65 %
SBAC Math - Average distance from standard	✓	0 pts	-16.9 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	50.5 %	45.8 %	2023-2024	55 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Professional Learning Communities (PLCs)

Summary of Actions

- Grade levels were allotted one hour per week for a total of 26 hours.
- 17 hours were utilized for professional learning and the scoring of writing assessments.
- The focus of PLC work was the analysis of student work on Common Formative Assessments CFAs and goal setting.
- Students were given reteach and retake opportunities for all CFAs.
- Instructional Practice Guides were available as a resource for PLCs to plan.
- Common Core Companions were used in planning to the rigor of the standard.
- Equity grading practices were implemented in grades 3-6, and in 2nd grade S2.
  - Eliminating zeros
  - Retakes
  - Make-up Days

Summary - Effectiveness

Professional Learning Communities (PLCs) continue to be a strong action. PLC groups are getting better at identifying instructional practices that best meet the needs of students. In addition, the assessments that are being used, better reflect the intent of the standards and the learning targets for each grade level.

The number of D's and F's is slightly higher than last year's average of 23%.

Percentage of D's and F's

Grades 3-6

Quarter	Reading	Math
1	26%	27%

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

Professional Learning Communities

Resource Inequalities/Key Factors

There is still a significant gap between how our AA students and Hispanic students perform compared to our white students. Work to uncover this imbalance is underway through our Culture and Climate Team Professional Development.

Comprehensive Reading and Intervention Program (Rtl)

Achievement gap

AA to White - 33%

Hispanic to White - 18%

D2 I-Ready Reading Subgroup Data

School-wide Subgroup	Above	Early On	One grade level below	Two grade levels below	3 or more grade levels below
African American	14%	24%	31%	0%	31%
Hispanic	27%	26%	33%	0%	14%
SPED	13%	18%	23%	0%	46%
SED	22%	22%	36%	0%	20%
White	43%	28%	19%	0%	9%

Resource Inequalities/Key Factors

2	27%	25%
<b>Staff</b>		
<ul style="list-style-type: none"><li>Grade level collaboration is extremely important.</li><li>92% of staff members rated Professional Learning Communities at Very/Somewhat Effective.</li><li>Student work analysis during PLC meeting supported student growth.</li><li>Common Formative Assessments help drive instructional decisions to support both struggling students and students who have shown mastery of the content.</li></ul>		
<b>Families</b>		
<ul style="list-style-type: none"><li>Student progress (grades) was shared with families twice a quarter.</li><li>I-Ready scores were shared with families at each administration.</li></ul>		
<b>Comprehensive Reading and Intervention Program (Rtl)</b>		
<b>Summary of Actions</b>		
A certificated tutor (CT) was hired to provide tier 3 literacy instruction in a pull-out model. Students were identified using I-Ready data and the BPST. The CT worked with student groups of 4-5 students for 25 minutes four times a week using Orton Gillingham literacy strategies.		
<b>Summary - Effectiveness</b>		
Our CT supported 22 students using Orton Gillingham early literacy strategies. See data below. Other tier II students were supported by their classroom teacher during a "no new teaching time". Members of the Cullinan Institute provided literacy instruction during the later part of the instructional day and after school.		
<b>I-Ready Scores</b>		
<b>Reading D2 (Winter)</b>		
<b>School-wide</b>		
32% - Mid or above grade level		
26% - Early on grade level		
28% - One grade level below		
8% - Two grade level below		
6% = Three or more grade levels below		
<b>Certificated Tutor Progress Monitoring (Orton Gillingham Strategies)</b>		
<b>1st Grade: 10 students</b>		
1 student up 14 levels		
1 student up 8 levels		
3 students up 6 levels		
1 student up 3 levels (5 absences)		
2 students up 2 levels		
1 student up 1 level		
1 student no growth (9 absences)		
<b>2nd Grade: 8 students</b>		
1 student up 13 levels		
1 student up 14 levels		

<ul style="list-style-type: none"><li>A limited number of students were supported by the Certificated Tutor with literacy instruction.<ul style="list-style-type: none"><li>(10) first grade students</li><li>(8) second grade students</li><li>(4) fourth grade students</li></ul></li></ul>					
A plan to ensure all students are supported when students have gaps in their literacy skills is needed.					
<b>Personalized Learning</b>					
<b>Resource Inequalities/Key Factors</b>					
Overall student scores improved; no inequities found.					
<b>Math Intervention</b>					
<b>Resource Inequalities/Key Factors</b>					
Sixty-four percent of staff rated the use of Next Gen Math Effective/Very effective. There is a need to determine other strategies to strengthen this action.					
<b>Achievement gap</b>					
AA to White - 38%					
Hispanic to White - 17%					
<b>D2 I-Ready Math Subgroup Data</b>					
<b>School-wide</b>	Above	Early On	One grade level below	Two grade levels below	3 or more grade levels below
<b>Subgroups</b>					
African American	0	10	53	0	67
Hispanic	11	20	53	0	16
SPED	10	4	51	0	36
SED	7	20	53	0	21
White	24	24	44	0	9

2 students up 11 levels  
1 student up 8 levels  
1 student up 5 levels  
1 student no growth (7 absences)  
1 student MOVED before testing.

4th Grade: 4 students

1 student up 6 levels  
1 student up 4 levels  
1 student up 3 levels  
1 student up 2 levels

Staff

21.4% of staff rated this action **Ineffective.**  
7.1% of staff rated this action **Somewhat Ineffective.**  
7.1% of staff rated this action **Neither Effective or Effective.**  
28.6% of staff rated this action **Somewhat Effective**  
28.6% of staff rated this action **Very Effective.**

Staff comments include:

- There is a lack of literacy intervention support for grades 3-6.
- Lack of materials and training pose challenges in supporting all students with reading intervention.
- Orton Gillingham strategies were used in a pull-out program during the school day. Students who received this support missed classroom time to attend.

Families

Not enough resources are available to support students who need early literacy intervention.

Math Intervention

Summary of Actions

Teachers utilize a "no new teaching time" to provide students the extra time and reteaching opportunities. In addition, the Next Gen Math program was used to support math intervention. Most teachers used this resource to provide additional instruction and practice.

Summary - Effectiveness

Results of this action have not been determined.

Math D2 (Winter)

School-wide

16% - Mid or above grade level  
21% - Early on grade level  
48% - One grade level below  
10% - Two grade level below  
5% = Three or more grade levels below

Staff

65% of staff members rated this action effective/very effective.

Families

Results of this action have not been determined.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**Professional Learning Communities** - Implemented as planned.  
**Comprehensive Reading and Intervention Program (RtI)** - Implemented as planned.  
**Personalized Learning** - Implemented as planned.  
**Math Intervention** - Implemented as planned.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**Professional Learning Communities** - A comprehensive look at how we get to the root of instructional gaps is needed. It is possible to give teachers the tools (PDSA cycles/improvement work) to address teaching and learning gaps. With the district focus on PLC+ it is uncertain how this will play out.

**Comprehensive Reading and Intervention Program (RtI)** - Our current model does not address the needs of all students TK-6. Lack of facilities, teacher training, and personnel pose challenges in a school-wide pull-out model. A school-wide RtI model that is structured by grade level will be developed and in place for the 2024-2025 school year. This program will include systematic progress monitoring (regionally agreed upon).

**Personalized Learning** - Refresh training is needed with a focus on teacher clarity and student engagement (ownership).

**Math Intervention** -Continue with Next Gen Math and incorporate district coaching as needed.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The Malloch SSC met on January 18, 2024 and delegated the writing of the 2024-25 SPSA to the site leadership team.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 6, 2024.

A draft of the SPSA was sent home to all SSC member to review on March 18, 2024

The SSC met on March 21 to review and finalize the 2024-25 draft SPSA and Budget.

**2** ELAC:

Malloch currently does not have an ELAC due to current numbers will be starting one this next month.

**3** Staff - (Credentialled Staff, Classified Staff, and Administrators):

A Needs Assessment survey was sent to all staff member on February 17, 2024, to gather feedback on past actions.

Lead teacher reviewed the staff Needs Assessment on March 6, 2024.

Staff provided feedback on the draft SPSA on March 20, 2024.

Link to staff needs assessment survey.

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=gwDjdMYDQkWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGIUODBUSUNHSE9HUjVFWkZJUfhFUjczMjISUi4u&Token=a96>

Action 1

Title: Professional Learning Communities

Action Details:

In order to increase the percentage of students meeting and or exceeding ELA and Math standards, Malloch will focus on strengthening our Professional Learning Communities (PLCs).

Teachers will participate in district-wide PLC+ training.

- A student work-centered PLC protocol will be used to better focus on student learning and for teachers to share effective instructional practices.
- We will use the FUSD-adopted curriculum of Wonders and GO Math as our core resource for ELA and Math instruction. In addition, we will continue to refine our work to:
  - identify essential standards and keep our focus on ensuring all students show mastery.

- align our instruction to identified targets.
  - create and administer Common Formative Assessments, CFAs to determine student progress and plan for intervention and or acceleration.
  - continue learning how to best implement depth and complexity into our ELA and Math instruction which includes focusing on the application of mathematics (GO Deeper and Think Smarter problems) and DOK level 3 and 4 questionings.

In addition, our school-wide vision of effective instruction will be guided by the use of the Instructional Practice Guide for Literacy and Mathematics.

  - While planning instruction, teachers will use the IPG guide to ensure best practices are in place. Our literacy focus will be on tenets 2b, 2c, and 3 and our mathematics focus will be on 2b, and 3.
  - Professional development will be provided based on the instructional needs identified by the teaching and administrative staff.
  - Teachers will incorporate strategies for acceleration/differentiation emphasizing work on depth and complexity.

Grading for equity will be an ongoing practice.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence		
Explain the Progress Monitoring and data used for this Action		
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> PLC Meeting Protocols and Data Analysis Tools CFA Calendars/Lesson plans	<a href="#">Owner(s):</a> Lead Teachers, Principal, VP	<a href="#">Timeline:</a> Weekly  By unit of study  Test
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Common Formative Assessments/Data	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> At least twice during the quarter for ELA and Math
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> I-Ready/FSA/BPST/DIBELS or other region identified tool	<a href="#">Owner(s):</a> Teachers, Certificated Tutor, Principal, VP	<a href="#">Timeline:</a> I-Ready - 3 times a year FSA - 3 times a year DIBELS or other region identified tool
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Wonders Curriculum Embedded assessments	<a href="#">Owner(s):</a> Certificated Tutor, Principal, VP	<a href="#">Timeline:</a> Twice a quarter
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> CAASPP Data	<a href="#">Owner(s):</a> VP, Teachers, Principal, TSA	<a href="#">Timeline:</a> Yearly
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> PLC Data Chats to be conducted during grade level planning days.	<a href="#">Owner(s):</a> Teachers/Principal/VP	<a href="#">Timeline:</a> 1 time per quarter
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Student Goal Setting	<a href="#">Owner(s):</a> Teachers, Students	<a href="#">Timeline:</a> Weekly/Monthly/Quarterly
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> IAB/FIAB Assessments	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> As needed throughout the school year, after the content has been taught

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>SST Meeting and notes</p>	<p>Owner(s):</p> <p>VP, Teachers</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>ELPAC Examiners - Redesignation Data</p>	<p>Owner(s):</p> <p>VP, Teachers</p>	<p>Timeline:</p> <p>Yearly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>IPG for Literacy and Mathematics</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>• (4) Release days to plan instruction</li><li>• (6) hours of supplemental contract time for teachers to plan before the school year begins</li><li>• Technology and technology software and technology repair</li><li>• Ricoh Copier - rental/supplies/maintenance</li><li>• Materials and supplies</li><li>• Graphics for school-to-home communication and awards</li><li>• Books and other references</li></ul> <p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p><b>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</b></p> <p>Currently, there are no student groups identified in the Red category.</p> <p><b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b></p> <p>With Title 1 funds we plan to fund additional planning time for teacher to:</p> <ul style="list-style-type: none"><li>• identify learning gaps and needs.</li><li>• share best practices to ensure equity of instruction.</li><li>• the intended rigor of the standards are addressed.</li></ul> <p>We plan to fund teacher release time to attend Student Success Team meetings.</p> <p>We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.</p> <p>We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.</p> <p><b>3. As a site: What are planned actions to support this student group?</b></p> <p>Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.</p> <p>Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.</p> <p>Examiners will be hired to assist in the ELPAC assessment of English Language Learners</p>		
<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p><b>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</b></p> <p><b>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</b></p> <p>No student groups identified in the Red category.</p> <p><b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b></p> <p>With Title 1 funds we plan to fund additional planning time for teacher to:</p> <ul style="list-style-type: none"><li>• identify learning gaps and needs.</li><li>• share best practices to ensure equity of instruction.</li><li>• the intended rigor of the standards are addressed.</li></ul> <p>We plan to fund teacher release time to addend Student Success Team meetings.</p> <p>We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.</p> <p>We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.</p> <p><b>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</b></p> <p>With 7090 or 7091 funds we plan to support all groups in literacy skills by:</p> <ul style="list-style-type: none"><li>• hiring a Certificated tutor and a California Teaching Fellow to provide intervention instruction.</li><li>• supplemental planning time before school to analyze 2024 CAASPP results to support differentiated instruction.</li><li>• hire two Resource Counseling Assistants to support our African American and Hispanic students with social-emotional needs.</li><li>• ELPAC examiners to assist with assessments.</li></ul> <p><b>4. As a site: What are planned actions to support this student group?</b></p> <p>We will continue with a structured RtI program to address learning gaps and to provide enrichment/acceleration.</p>		
<p><b>Action 2</b></p> <p><b>Title:</b> Comprehensive Reading and Intervention Program (RtI)</p> <p><b>Action Details:</b></p>		



- We will implement a TK-6 comprehensive reading program (Tier 1).
- All ELA blocks of instruction will incorporate the following: Phonics, Phonemic Awareness, Fluency, Comprehension, and Vocabulary.
- Tiered Support
  - **Tier 1** - Classroom instruction/personalized learning
  - **Tier 2** - An articulated Response to Intervention push-in grade level (RtI) model will be implemented.
  - **Tier 3** - Tier 3 instruction will be provided by a certified tutor and (1) Fresno State Teaching Fellow in a pull-out or push-in model. These sessions will be at least 30 minutes in duration.
- We will provide intervention in a structured RtI model (Tier II and III) with an emphasis on the science of reading.
  - Each intervention block will include fluency and vocabulary development.
- A certified tutor will be hired to work with students on early literacy skills.
- **Literacy focus** - Malloch will maintain a focus on literacy at each grade level with writing as a major strategy for comprehension. Students at each grade level will be exposed to (4) literature books (one per quarter). The Malloch staff will define how reading and writing (in service of comprehension) will be utilized quarterly.
- Continued focus on the three (3) Genres of writing articulated across grade levels. Pre and Post tests per quarter.

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

Explain the Progress Monitoring and data used for this Action

<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> I-Ready Diagnostic Assessments	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> 3 times a year
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> CFA Assessments and data collection protocols	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> 2 times a quarter for ELA
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Wonders Curriculum Embedded Assessments	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> As needed
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Orton Gillingham Screeners/FAS/BPST/DIBELS Assessments	<a href="#">Owner(s):</a> CT, Teachers	<a href="#">Timeline:</a> TK/K (3) times a year Grades 1-6 quarterly
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> Literature Focus - student projects and writing	<a href="#">Owner(s):</a> Teachers	<a href="#">Timeline:</a> Quarterly
<a href="#">Details: Explain the data which will specifically monitor progress toward each indicator target</a> CSUF Teaching Fellow - student literacy progress as measured by FSA	<a href="#">Owner(s):</a> Literacy Coach	<a href="#">Timeline:</a> Monthly

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

- Certificated Tutor for early literacy support.
- (1) CSUF Teaching Fellow to support kindergarten and/or early literacy (RTI).
- ELPAC Examiners will be hired to assist with ELPAC assessments.
- Additional training on Orton Gillingham reading strategies will be provided as needed.
- Training for 3rd - 6th grade teachers will be provided by district literacy coaches.
- SST meetings will occur each month to support students who are struggling academically and/or socially.
  - One substitute teacher will be utilized to release the teacher to attend the SST meeting.
- (2) substitute teachers (8 total days) to release teachers to attend MTSS meetings.
- Supplemental Reading materials will be purchased to support RtI in grades 3-6.
- Publications will be purchased as needed, (Time for Kids, Scholastic News, Newsela, Raz Kids, etc.)
- Books and other references

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

No student groups were identified in the Red Category.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title 1 funds we plan to fund additional planning time for teacher to:

- identify learning gaps and needs.
- share best practices to ensure equity of instruction.
- the intended rigor of the standards are addressed.

We plan to fund teacher release time to addend Student Success Team meetings.

We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.

**3. As a site: What are planned actions to support this student group?**

Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.

Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.

Examiners will be hired to assist in the ELPAC assessment of English Language Learners

Action 3

Title: Math Intervention

Action Details:

Mathematics instruction will consist of a balance of conceptual understanding, problem solving, and fluency.

There will be an emphasis on the Standards for Mathematical Practice.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The Next Gen Math program will be used in conjunction with a "No new teaching time" to support tier II and III intervention.

All classrooms will incorporate math fluency practice within their math instructional block.

Student incentives will be provided for math fluency achievement.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

No student groups were identified in the Red Category.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

With Title 1 funds we plan to fund additional planning time for teacher to:

- identify learning gaps and needs.
- share best practices to ensure equity of instruction.
- the intended rigor of the standards are addressed.

We plan to fund teacher release time to attend Student Success Team meetings.

We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 or 7091 funds we plan to support all groups in literacy skills by:

- hiring a Certificated tutor and a California Teaching Fellow to provide intervention instruction.
- supplemental planning time before school to analyze 2024 CAASPP results to support differentiated instruction.
- hire two Resource Counseling Assistants to support our African American and Hispanic students with social-emotional needs.
- ELPAC examiners to assist with assessments.

**4. As a site: What are planned actions to support this student group?**

Our RtI program will address the needs of our students who have been identified as needing intervention.

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>I-Ready Diagnostic results</p>	<p>Owner(s):</p> <p>Teachers, VP, Principal</p>	<p>Timeline:</p> <p>3 times a year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CFAData analysis</p>	<p>Owner(s):</p> <p>Teachers, VP, Principal</p>	<p>Timeline:</p> <p>weekly at least 2 times per quarter</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>ReflexMath data</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>I-Ready "My Path"</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>NextGen Math data</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Math Fluency in all classrooms</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>Materials and supplies</li><li>NextGen Math</li><li>Math Lesson Design strategies - professional development as needed by district coaches</li><li>ReflexMath</li></ul> <p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p><b>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</b></p> <p>No student groups were identified in the Red category.</p> <p><b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b></p> <p>With Title 1 funds we plan to fund additional planning time for teacher to:</p> <ul style="list-style-type: none"><li>identify learning gaps and needs.</li><li>share best practices to ensure equity of instruction.</li><li>the intended rigor of the standards are addressed.</li></ul> <p>We plan to fund teacher release time to addend Student Success Team meetings.</p> <p>We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.</p> <p><b>3. As a site: What are planned actions to support this student group?</b></p> <p>Each teacher will plan EL strategies during a designated time to support their EL students. Core curriculum resources will be utilized and a deployment model may be utilized based on the number of EL students enrolled.</p> <p>Data analysis during PLC collaboration and planning will look at the progress of our EL students to provide additional support.</p> <p>Examiners will be hired to assist in the ELPAC assessment of English Language Learners</p>		
<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p><b>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</b></p> <p><b>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</b></p> <p>No student groups were identified in the Red category.</p> <p><b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b></p> <p>With Title 1 funds we plan to fund additional planning time for teacher to:</p> <ul style="list-style-type: none"><li>identify learning gaps and needs.</li><li>share best practices to ensure equity of instruction.</li><li>the intended rigor of the standards are addressed.</li></ul> <p>We plan to fund teacher release time to addend Student Success Team meetings.</p> <p>We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.</p> <p><b>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</b></p> <p>With 7090 or 7091 funds we plan to support all groups in literacy skills by:</p> <ul style="list-style-type: none"><li>supplemental planning time before school to analyze 2024 CAASPP results to support differentiated instruction.</li><li>hire two Resource Counseling Assistants to support our African American and Hispanic students with social-emotional needs.</li><li>ELPAC examiners to assist with assessments.</li></ul> <p><b>4. As a site: What are planned actions to support this student group?</b></p> <p>Teachers will provide targeted intervention during "No new teaching" time to students who score 2 or more grade levels below in mathematics on I-Ready Diagnostic assessments.</p>		

Next Gen Math will assist with instruction and assessments to narrow the focus on learning gaps and acceleration opportunities.

Action 4

Title: Professional Learning

Action Details:

Professional learning will be ongoing and will focus on early literacy and math interventions.

- All teachers will be trained using the PLC+ process as outlined in the current CBA
- Our ILT, PLCs, and CCT teams will work together to strengthen the effectiveness of Tier 1 support as measured by student attendance and behavior records.
- Professional development will be provided to ensure we are providing effective Tier 1 whole-child instruction. The focus will be teacher clarity and student engagement (ownership).
- Training will be provided for all 3-6th grade teachers on the Science of Reading
- We will strengthen our tier 2 options through our MTSS team.
- Our Climate and Culture team will develop no less than two school-wide goals. (Sense of Belonging and Teacher/Student Relationships).

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Professional Learning in the areas of Teacher Clarity and Student Engagement.</p>	<p>Owner(s):</p> <p>Principal and Vice-Principal</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Professional Learning on reading strategies and interventions</p>	<p>Owner(s):</p> <p>Principal, Vice Principal, Literacy Coach</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Staff Survey results</p>	<p>Owner(s):</p> <p>CCT</p>	<p>Timeline:</p> <p>Yearly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student Survey results</p>	<p>Owner(s):</p> <p>CCT</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CCT schoolwide goals</p>	<p>Owner(s):</p> <p>CCT</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Schoolwide attendance records</p>	<p>Owner(s):</p> <p>CCT, Office Assistant</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Schoolwide behavior records</p>	<p>Owner(s):</p> <p>CCT, Principal</p>	<p>Timeline:</p> <p>Quarterly</p>

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

- Student Academic
  - SEL lessons that teach cultural awareness and value diversity.
    - SEL support lessons from DPI and coaches
  - Student goal setting
  - Student incentives for improved academic achievement

- Student-Centered and Real World Learning
  - Celebrate our diverse culture with literature.
  - Provide our students with multicultural experiences
- Student engagement
  - Student SEL goal setting
  - Provide lessons that support: Social Awareness, Self-Awareness, Self Management, Growth Mindset, and Self-Efficacy.
  - Student incentives for improved behavior.
- Continued Cultural Proficiency training for staff members to focus on Culturally Proficient Practices, Multi-Cultural Experiences, and Social Action
- Materials and supplies associated with reading intervention and training.
- Books and other reference to support SEL and Cultural Proficient instruction.
- Professional Learning on Teacher Clarity and Student Engagement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No students were identified in the Red Category.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to fund additional planning time for teacher to:

- identify learning gaps and needs.
- share best practices to ensure equity of instruction.
- the intended rigor of the standards are addressed.

We plan to fund teacher release time to addend Student Success Team meetings.

We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.

We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.

3. As a site: What are planned actions to support this student group?

English Language Learners will receive integrated and designated instruction to support their development.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No students were identified in the Red Category.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to fund additional planning time for teacher to:

- identify learning gaps and needs.
- share best practices to ensure equity of instruction.
- the intended rigor of the standards are addressed.

We plan to fund teacher release time to addend Student Success Team meetings.

We plan to fund the Next Gen Math program to supplement our core math curriculum for students who need additional support in mathematics.

We plan to purchase supplemental literacy materials to support real-world connections such as Scholastic News etc.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support all groups in literacy skills by:

- hiring a Certificated tutor and a California Teaching Fellow to provide intervention instruction.
- supplemental planning time before school to analyze 2024 CAASPP results to support differentiated instruction.
- hire two Resource Counseling Assistants to support our African American and Hispanic students with social-emotional needs.
- ELPAC examiners to assist with assessments.

4. As a site: What are planned actions to support this student group?

Our Resource Counseling Assistant (RCA) will provide tier 2 support as needed.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			(10) teachers in grades (3rd-6th) X (4) days each = 40 total days for planning. No IEPs	10,152.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Before school planning for 25 teachers. Supplemental contracts of 6 hours X 25 teachers	7,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies.	6,573.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for student use.	2,806.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			9 Substitutes needed for Student Study Team Meetings **No IEPs**	2,354.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books & License Agreements to support literacy intervention grades 3rd-6th.	4,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Reading Intervention materials to support Response to Intervention (RTI) in grades 3rd-6th. - No Food, No Incentives	867.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3255	Certificated Tutor to assist with literacy.	43,276.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			8 substitutes for Intervention meetings.	4,063.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : One Teaching Fellow to work with students on literacy.	15,715.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495	Certificated Tutor to assist with literacy.	6,582.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	980.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Next Gen math computer-based program. One-year subscription.	9,036.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Reflex computerized program. One-year subscription.	4,795.00

**\$118,555.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	83.89 %	85.6 %	2023-2024	91 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student Engagement

Summary of action

All student engagement events/activities were implemented except for Career Day and Peach Blossom.

Summary of effectiveness

Career and College Fieldtrips (District Provided)

All grade levels participated in these fieldtrips.

92.8% of staff rated this engagement effective/very effective.

Career Day

This action did not happen.

Student Jobs

This action continues to be an effective tool to get students involved with our school community. Students build ownership and a sense of responsibility.

92.8% of staff rated this engagement effective/very effective.

Elective Wheel

Two 8-week sessions were provided in a wide variety of content areas with a focus on STEAM

71.5% of staff rated this engagement effective/very effective.

Drama

Aschool production of Aladdin was organized and delivered to students and the school community.

92% of staff rated this engagement effective/very effective.

Student Leadership

Student participated in a student council election, a Bullard region leadership conference, held a Kindness campaign, and ran a community service project with the American Heart Association.

92% of staff rated this engagement effective/very effective.

Fieldtrips

In addition to the FUSD sponsored fieldtrips, some grade levels went on extra trips.

Assemblies/Guest Speakers

2

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

Student Engagement

Resource Inequities/Key factors

No inequities were identified. Tracking of participation will help monitor for inequities.

Folk dancing was taught to all PK-6th grade students with a community barn dance. Folklorico and Hip-hop dancing were taught to our ASP students followed by an assembly for parents and students. Mr. Eco Hero came and taught conservation.

**Peach Blossom**

We did not participate in this event this year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**Student Engagement**

All student engagement events/activities were implemented except for Career Day and Peach Blossom.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**Student Engagement**

Every effort will be made to organize a Career Day and to find coaches to support participation in the Peach Blossom Festival.

Due to the instructional impact of band, choir, strings, elementary music, and the new "early out" day for next year, teachers are concerned about continuing the student elective wheel classes. There is a need to explore quarterly STEAM activities to replace the 10-week Elective Wheel classes.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The Malloch SSC met on January 18, 2024 and delegated the writing of the 2024-25 SPSA to the site leadership team.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 6, 2024.

A draft of the SPSA was sent home to all SSC member to review on March 18, 2024

The SSC met on March 21 to review and finalize the 2024-25 draft SPSA and Budget.

**2** ELAC:

Malloch currently does not have an ELAC due to current numbers will be starting one this next month.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

A Needs Assessment survey was sent to all staff member on February 17, 2024, to gather feedback on past actions.

Lead teacher reviewed the staff Needs Assessment on March 6, 2024.

Staff provided feedback on the draft SPSA on March 20, 2024.

Link to staff needs assessment survey.

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=gwDjdMyDQkWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGUODBUSUNHSE9HUjVFwKZJUfhFUjczMjISU4u&Token=a96>

**Action 1**

**Title:** Student Engagement

Action Details:

- All students will be exposed to a wide variety of engagement activities and events that support student-centered and real-world learning experiences.
  - **Career and College field trips (District provided)**  
Each grade level will take at least one field trip to a college or work-related venue. Teachers will design follow-up activities to process the information learned from each trip.
  - **Career Day**



- Community volunteers will share their careers with students on a fun-filled day.
- **Student Jobs**
  - Students will apply and interview for a variety of school community jobs
  - Students will learn that being dependable, responsible, and trustworthy are valuable traits in holding a real-world job.
- **Quarterly STEAM Activities**
  - Malloch will provide quarterly STEAM activities.
    - Folk Dancing/Folkloric/Hip-Hop
    - Fine Arts (Art Docent)
    - STEAM Activities
    - Focus 5
    - Think Program
- **Drama**
  - One drama production will be produced to expose students to the performing arts.
  - Students will choose a play and participate in all aspects of the production: acting, prompts, sound, lighting, etc
  - Provide costumes for students.
- **Student Leadership**
  - Students will be given the opportunity to campaign and run for one of five student council positions: President, Vice-President, Secretary, Treasurer, and Historian.
  - Students in grades 3rd-6th will be given the opportunity to be classroom representatives to assist the council in providing feedback and work on community projects.
- **Student Newspaper**
  - Students will produce an online newspaper/blog at least once per quarter.
- **Field trips**
  - Teachers will explore other events and places to take students to support visual arts, science, and cultural diversity
- **Assemblies and guest speakers**
  - Provide additional instructional experiences to support all curricular areas (Walk Throughs)
  - Provide costumes for students.
- **Peach Blossom**
- **Science Olympiad**
- **Block M program**

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

VP, CCT

Timeline:

Quarterly

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

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

Owner(s):

Teachers, VP, Principal

Timeline:

Twice a year/and as the events are held

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

- Material and supplies to maintain the various engagement activities and events, for example, playlicense, backdrop supplies...
- Teacher volunteers to employ students in various jobs
- Assembly speakers

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

There are no student groups in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

No Title 1 expenditures are planned.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT,

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

There are no student groups in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- We will provide communication for families in their home language.
- English Learner Instructional strategies will be embedded as needed.
- We will provide integrated and designated instruction for all English Language Learners.

No Title 1 expenditures are planned.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

No 7090/7091 expenditures are planned.

**4. As a site: What are planned actions to support this student group?**

All students will be encouraged to participate in the various engagement opportunities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Graph			Funds will be used for Home/School communication and classroom visuals.	2,000.00

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		18.1 %	2023-2024	13 %
Suspension Rate - Semester 1	✓	2.25 %	2.1 %	2023-2024	1.77 %
Suspension Rate - Semester 1 (African American)	✓		8.8 %	2023-2024	5 %
Suspension Rate - Semester 1 (Hispanic)	✓		1.1 %	2023-2024	0.77 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		3 %	2023-2024	2.5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		4.3 %	2023-2024	2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism Semester 1

- All students and families received ongoing messaging about the importance of good attendance and school-wide attendance policies and practices.
- All students had opportunities to engage in arts, music, activities, and athletics through classroom instruction, school assemblies and events, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase motivation to attend school.
- Sent out daily automated attendance phone calls to all absent students/parents to report that they had an unexcused absence and request a phone call to clear the absence. Students with remaining unexcused absences received phone calls from office staff.
- Parent attendance conferences were held with parents of students who were chronically absent to explain truancy policies, provide support to increase attendance, and set goals for improvement.
- Based on the CA Dashboard 2023, 24% of students were chronically absent, putting us in the Medium category, a decline of 5.9% from the previous year. As of December 2023, 18% of students were Chronically Absent at least one day from school during the first semester of the school year.

Suspension Rate Semester 1

- All teachers provided explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing the Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All staff received professional development on Trauma and the Brain, Stress Resilience, and The Trauma-Informed Classroom through All 4 Youth to support students who are struggling.
- All students had opportunities to participate in schoolwide activities and Character Counts incentives to promote the application of social-emotional skills, character strengths, kindness, and positive school relationships.
- Schoolwide and classroom structures and expectations for health, safety, and civility are posted and communicated in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by staff, and monitored to support all students with appropriate behavior and a positive school climate and culture. This would include anti-bullying posters in every classroom.

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

Resource Inequalities/Key Factors

Chronic Absenteeism Semester 1

On the CA Dashboard 2023, Students with Disabilities fell in the Very High category in the area of Absenteeism, identifying this student group as needing. Information will be shared with CCT and ILT teams.

Comprehensive Chronic Absenteeism

No Subgroups for Chronically Absent students.

	Current as of March 2024	1st Sem. 2023-24	Target
Overall	19.61%		18.51%

- Based on the CA Dashboard 2023, 34% of Students with Disabilities (47 students) were chronically absent, as compared to 24% of all students. As of December 2023, 18.1% of SWD were chronically absent from school during the first semester of the school year.

Resource Inequalities/Key Factors

Suspension Rate Semester 1

Currently, our school is over our target by .35%. Our Students who are Economically Disabled are also over our target by 0.9%. This data is based on Power BI (see below). Our Culture and Climate team will review the data to address inequalities and to see what key factors are contributing to our school being over the target.

Comprehensive Suspension Data

Subgroups as of March 2024

	Current as of March 2024	1st Sem. 2023-24	Target	2024-
Overall	2.60%	2.10%	1.77%	
AA	13%	9%	6.47%	
Hispanic	1%	1%	.77%	
SED	2.10%	3.00%	2.5%	

- Tiered responses for student misbehavior were collaboratively developed, agreed upon, and implemented by all staff. Students who demonstrated increasing misbehavior were identified, through the MTSS/SST process and informal goal-setting/behavior support plans were developed through teacher-parent-student-School Psychologist collaboration.
- Strategies/interventions/incentives were implemented to support students in improving their behavior. Based on the CA Dashboard 2023, 4.4% of students were suspended for at least one day, putting us in the Very High category. As of December 2023, 2.1% of students were suspended at least one day from school during the first semester of the school year.

**Suspension Rate Semester 1 (African American)**

- Based on Power BI, AA students, who are currently 6.6% of the student population are being suspended 9% of the time.
- Based on the CA Dashboard 2023, 9.4% of African American students were suspended for at least one day, putting us in the Very High category. As of December 2023, 8.8% of students were suspended at least one day from school during the first semester of the school year.

**Suspension Rate Semester (Hispanic)**

- Based on Power BI, Hispanic students, who are currently 48% of the student population are suspended 1.1% of the time.
- Based on the CA Dashboard 2023, 6.3% of Hispanic students were suspended for at least one day, putting us in the Very High category. As of December 2023, 1.1% of students were suspended at least one day from school during the first semester of the school year.

**Suspension Rate Semester 1 (Socioeconomically Disadvantaged)**

- Based on Power BI, SED students, are being suspended at a rate of 2.67%, with a target of 2.65% for the 2024-25 School Year.
- Based on the CA Dashboard 2023, 6.9% of Socioeconomically Disadvantaged students were suspended for at least one day, putting us in the Very High category. As of December 2023, 3% of students were suspended at least one day from school during the first semester of the school year.

**Suspension Rate Semester 1 (Students with Disability)**

- Based on Power BI, SED students, are being suspended at a rate of 4.3%, with a target of 3.97% for the 2024-25 School Year.
- Based on the CA Dashboard 2023, 6.3% of Students with Disabilities were suspended for at least one day, putting us in the Very High category. As of December 2023, 4.3% of students were suspended at least one day from school during the first semester of the school year.

SWD    5.40%    4.30%    1.9%

- Suspension Rate: Students with Disability (SWD) -On the CA Dashboard 2022, Students with Disabilities fell in the Very High category in the area of Suspension Status. Based on the CA Dashboard 2023, 6.3% of Students with Disabilities (48 students) were suspended at least one day, as compared to 4.4% of all students. Students with disabilities were suspended at a greater rate than their peers.
- As of December 2023, 4.3% of students were suspended at least one day from school during the first semester of the school year.

Suspension Rate Semester 1 (African American): Our AA subgroup is a new subgroup as of the 2024-25 school year and as such we will be setting goals this upcoming year.

Suspension Rate Semester (Hispanic): Our Hispanic subgroup is a new subgroup as of the 2024-25 school year and as such we will be setting goals this upcoming year.

Suspension Rate Semester 1 (Socioeconomically Disadvantaged): Our SED subgroup is a new subgroup as of the 2024-25 school year and as such we will be setting goals this upcoming year.

Suspension Rate Semester 1 (Students with Disability): Our SWD subgroup is a new subgroup as of the 2024-25 school year and as such we will be setting goals this upcoming year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

**Chronic Absenteeism Semester 1**

- Our school implemented all actions and used the budget as stated in our 2023-24 SPSA. Our data shows that at this point in the year, we are 1.1% above our targeted goal of 18.51%.
- Our site budgeted for two RCA's will be used to develop and build relationships with students, families, and staff.
- The school will continue to use the MTSS as a tool for meetings regarding students and discussing ways of supporting them. The MTSS team will meet once a month starting in October.
- Teachers will reflect on All 4 Youth training and whether a student needs to be referred to counseling services based on Trauma or Stress.
- 

**Suspension Rate Semester 1**

- Our school implemented all actions and used the budget as stated in our 2023-24 SPSA. Although suspension data shows that student subgroups are a point of concern it is important to note that suspension data overall was below the target goal at the end of Semester 1.
- Students who demonstrate increased misbehavior will be identified by the classroom teacher and scheduled for an MTSS meeting. If necessary a Behavioral Plan will be created or SST will be held to inform parents.
- Our site budgeted for two RCA's will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.
- Staff will continue using Olweus's anti-bullying curriculum and second step.
- Quarterly P.R.I.D.E. assemblies to help students understand the importance of respecting others.
- Student jobs are currently used to engage students and learn to help others.
- Tiered responses for student misbehavior were collaboratively developed, agreed upon, and implemented by all staff.

**Suspension Rate Semester 1 (African American)**

- Students who demonstrate increased misbehavior will be identified by the classroom teacher and scheduled for an MTSS meeting. If necessary a Behavioral Plan will be created or SST will be held to inform parents.
- Two RCA's will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.
- Staff will continue using Olweus's anti-bullying curriculum and second step.

**Suspension Rate Semester (Hispanic)**

- Students who demonstrate increased misbehavior will be identified by the classroom teacher and scheduled for an MTSS meeting. If necessary a Behavioral Plan will be created or SST will be held to inform parents.
- Two RCA's will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.
- Staff will continue using Olweus's anti-bullying curriculum and second step.

**Suspension Rate Semester 1 (Socioeconomically Disadvantaged)**

- Students who demonstrate increased misbehavior will be identified by the classroom teacher and scheduled for an MTSS meeting. If necessary a Behavioral Plan will be created or SST will be held to inform parents.
- Two RCA's will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.
- Staff will continue using Olweus's anti-bullying curriculum and second step.

**Suspension Rate Semester 1 (Students with Disability)**

- Students who demonstrate increased misbehavior will be identified by the classroom teacher and scheduled for an MTSS meeting. If necessary a Behavioral Plan will be created or SST will be held to inform parents.
- Two RCA's will provide direct services to identified student groups, such as support with social skills, peer conflict, alternatives to recess, structured play, and transitioning from one setting to the next.
- Staff will continue using Olweus's anti-bullying curriculum and second step.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

**Chronic Absenteeism Semester 1**

- Enhanced Services for Low Performing Student Groups: Our African American Students and Socioeconomically disadvantaged students are being suspended at a higher rate than other students, so we need to monitor this throughout the school year. We need to ensure our RCAs receive direct explicit instruction on SEL skills and appropriate support in applying those skills so that they are equipped with strategies to positively respond to feelings of frustration, anger, etc. preventing their emotions from escalating to actions leading to the suspension.

**Suspension Rate Semester 1**

- More closely monitor students as a whole and continue to review the data with our Climate and Culture Team monthly. The CCT will also monitor student responses to the Climate and Culture survey.

**Suspension Rate Semester 1 (African American)**

- More closely monitor students as a whole and continue to review the data with our Climate and Culture Team monthly. The CCT will also monitor student responses to the Climate and Culture survey.

**Suspension Rate Semester (Hispanic)**

- More closely monitor students as a whole and continue to review the data with our Climate and Culture Team monthly. The CCT will also monitor student responses to the Climate and Culture survey.

**Suspension Rate Semester 1 (Socioeconomically Disadvantaged)**

- More closely monitor students as a whole and continue to review the data with our Climate and Culture Team monthly. The CCT will also monitor student responses to the Climate and Culture survey.

**Suspension Rate Semester 1 (Students with Disability)**

- More closely monitor students as a whole and continue to review the data with our Climate and Culture Team monthly. The CCT will also monitor student responses to the Climate and Culture survey.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).**

The Malloch SSC met on January 18, 2024 and delegated the writing of the 2024-25 SPSA to the site leadership team.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 6, 2024.

A draft of the SPSA was sent home to all SSC member to review on March 18, 2024

The SSC met on March 21 to review and finalize the 2024-25 draft SPSA and Budget.

**2 ELAC:**

Malloch currently does not have an ELAC due to current numbers will be starting one this next month.

**3 Staff - (Credentialed Staff, Classified Staff, and Administrators):**

A Needs Assessment survey was sent to all staff member on February 17, 2024, to gather feedback on past actions.

Lead teacher reviewed the staff Needs Assessment on March 6, 2024.

Staff provided feedback on the draft SPSA on March 20, 2024.

Link to staff needs assessment survey.

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=gwDjdMYDQkWAH-LJJRzdF-uCRYDZW5gAFHr1KKnT8PkGIUODBUSUNHSE9HUjVFwKZJUFhFujczMJSUi4u&Token=a96>

Action 1

Title: Chronic Absenteeism

Action Details:

In order to decrease the number of students who are chronically absent we will provide individual and school-wide interventions. Students who show improved attendance will receive recognition during quarterly awards (starting in quarter 2).

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <ul style="list-style-type: none"><li>Attendance monitoring through Atlas</li><li>Phone calls home daily to clear absences</li><li>A positive Proof check in/out system will be used to track tardies</li></ul>	<p>Owner(s):</p> <p>Office Assistant, Teachers, TSA, Principal</p>	<p>Timeline:</p> <p>Daily</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Reward students for improved attendance.</p>	<p>Owner(s):</p> <p>Office Assistant, CCT, VP, Principal</p>	<p>Timeline:</p> <p>Quarterly starting at the end of quarter 2</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Hire (2) 3.5 hour RCAs. Use these positions to increase student involvement and sense of belonging.</p>	<p>Owner(s):</p> <p>RCA, Principal, VP</p>	<p>Timeline:</p> <p>Monthly</p>

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

- Hire (2) Resource Counseling Assistants (0.4375/(3.5) hours daily/(17.5) hours per week) to support student sense of belonging and making healthy choices about academics and behavior.
- Ongoing communication with parents by Office Assistant, Teachers, Vice-Principal, and Principal
- Materials and supplies - rewards for improved attendance

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Identify Student Group (list only one at a time) in Red and all the areas they are identified in.
  - The English Learner student population is not in the Red based on California Dashboard 2022-23 data.
- Using Title I funds Only: What are the planned expenses to support this student group?
  - With Title I funds, we plan to support our students by hosting parent meetings to discuss attendance rates and their importance.
- As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.
  - Translators will be provided to ensure non-English speaking parents understand the importance of attendance.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.
- Identify the student group (list only one at a time) in red and all the areas they are identified in.
    - No student population groups are performing at the lowest level in areas of attendance.
  - Using Title I funds Only: What are the planned expenses to support this student group?
    - With Title I funds we plan to support all students, but specifically Students with Disabilities, by having parent involvement meetings to discuss attendance.
  - Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...
  - As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.
    - The Office Assistant and the Culture and Climate Team will monitor students who fall into the Chronic Absenteeism category. The Saturday Academy program will help to ensure students have the opportunity to make up absences (more Saturdays will be added as needed).

Action 2

Title: Suspensions per 100

Action Details:

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

In order to improve our practices and provide culturally responsive teaching we will continue our Cultural Proficiency training with an emphasis on:

- Cultural Proficient Practices,
- Multi-Cultural Experiences,
- Social Action

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. District Climate and Culture Survey
2. Malloch School Survey
3. Panorama Suspension Data
4. MTSS/SST Meeting
5. ATLAS data

Owner(s):

Principal, Vice Principal, Teachers

Timeline:

Monthly review of the data

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

- Tier 1
- Provide a Resource Counseling Assistant to work directly with students with SEL needs, including social skill building, emotion regulation, and structured activities during recess.
  - Provide a wider array of options during recess: including clubs, art, and intramurals, including non-traditional play equipment (i.e. Legos, LED boards/blocks, craft projects, sensory tools), Support Staff (School Social Worker, CWAS, RCA, School Psychologist, TSA) will provide support for structured activities during unstructured blocks of time for students and/or provide de-escalation reinforcement for short “time-outs” from class. Materials will be purchased to support these activities.
  - Provide supplemental contacts as needed to support extra-curricular activities and/or organization of activities.
- Tier 2:
- Attendance meetings with School Social Worker, CWAs, and/or RCA
  - Student Leadership Team will be formed to promote leadership on campus, and connectedness and provide opportunities for students to engage in a variety of activities. Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction)
  - A student focus group will be assembled at least twice a year to provide feedback to CCT and other stakeholders.
  - Students will have opportunities to participate in Meaningful Work through student jobs and participate in a mentoring relationship with their supervisor. Meaningful Work will be coordinated by site-funded RCA and School Social Worker. Students may apply for a job assignment through Meaningful Work each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community. Substitute release time may be provided for staff to attend IEPs, SSTs, and COST meetings for at-risk students. Level 2 behavior plans will be developed as needed for identified students.
- Tier 3:
- Students/parents who do not respond positively to tier 1 and 2 interventions to improve attendance will be referred to the district SARB process.
  - Students who do not respond positively to tier 1 and 2 behavior interventions will be referred to the district ICET process. Utilize All 4 Youth referrals to support intensive intervention needs.

Owner(s):

Principal, Vice Principal, RCA

Timeline:

Daily (2 days per week)



<b>Details: Explain the data which will specifically monitor progress toward each indicator target</b> Hire (2) RCAs to work with students on tier 2 level behaviors.		<b>Owner(s):</b> RCA, Principal, Vice-Principal	<b>Timeline:</b> Monthly
<b>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</b>			
<ul style="list-style-type: none"><li>• Student Academics<ul style="list-style-type: none"><li>◦ (2) 3.5 hour Resource Counseling Assistants</li></ul></li><li>• Student Centered and Real World Learning<ul style="list-style-type: none"><li>◦ Student Jobs opportunities</li><li>◦ Maintain a MTSS team to provide tier 2 support both academically and socially.<ul style="list-style-type: none"><li>▪ Provide substitutes on an as needed basis for teachers to attend MTSS meetings</li></ul></li></ul></li><li>• Student Engagement<ul style="list-style-type: none"><li>◦ Hire (2) 3.5 hour Resource Counseling Assistants (RCA) to support student sense of belonging and making healthy choices about academics and behavior</li></ul></li><li>• Ongoing professional development for all staff members in Culturally Proficiency</li><li>• Materials and supplies</li></ul>			
<b>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</b>		<b>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</b>	
<b>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</b> <ul style="list-style-type: none"><li>• English Learner student population has no suspension for the 2023-24 school year.</li></ul>		<b>Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.</b>	
<b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b> <ul style="list-style-type: none"><li>• Student Study Teams will be held to help determine if students need additional services.</li><li>• The Office Assistant will communicate with identified families to support improved behavior and resources available to students and their families.</li><li>• Ongoing progress monitoring and progress chats will take place for identified English Learners.</li><li>• Planning days will be provided to allow teachers to discuss the needs of EL Learners.</li></ul>		<b>1. Identify the student group (list only one at a time) in red and all the areas they are identified in.</b> <p>The following student population is performing at the lowest level in areas of suspensions according to the 2022-23 California School Dashboard.</p> <ul style="list-style-type: none"><li>• The AA student group at 9.4% was suspended at least one day, an increase of 1%.</li><li>• The Hispanic student group was at 6.3% an increase of 4.3%.</li><li>• The Socioeconomically Disadvantaged group was at 6.9% an increase of 3.2%.</li><li>• The Students with Disabilities group was at 6.3% an increase of 3.7%.</li></ul>	
<b>3. As a site: What are planned actions to support this student group?</b> <ul style="list-style-type: none"><li>• CCT continues to plan around all student groups including ELL.</li><li>• PLCs will focus on how to support ELLs best using the Wonders curriculum. The teachers would also focus on letter/sound correspondence using Orton-Gillingham.</li><li>• Planning days will be provided to allow teachers time to discuss ELLs and the specific learning needs of these students including academic and behavioral considerations.</li><li>• Translators will be made available for parent conferences.</li></ul>		<b>2. Using Title I funds Only: What are the planned expenses to support this student group?</b> <p>With Title I funds we plan to support our AA, Hispanic, SED, and SWD using the following methods.</p> <ul style="list-style-type: none"><li>• Teacher will use planning time, and discuss the above-named subgroups, and how to reduce suspension for these subgroups.</li><li>• During Buy Back we will take time to discuss structures/protocols regarding recess.</li><li>• Parent involvement will include a discussion on how to reduce suspension rates around the above-named subgroups.</li></ul>	
		<b>3. Using 7090/7091 funds only: What are the planned expenses to support this student group?</b> <p>With 7090 or 7091 funds we plan to support AA, Hispanic, SED, and SWD students in the following manner.</p> <ul style="list-style-type: none"><li>• Two (2) RCAs will be funded to meet the Socio-emotional needs of these students.</li><li>• A certificated Tutor will be funded to meet the reading needs of all student groups.</li></ul>	
		<b>4. As a site: What are planned actions to support this student group?</b> <ul style="list-style-type: none"><li>• 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.</li></ul>	

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	SEL Support/target AA/SED/HISP (those subgroups in Red for suspensions).	16,149.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	SEL Support/target AA/SED/HISP (those subgroups in Red for suspensions). New employee in this position. Employment ID# 1063577. Hire date 3/1/24.	17,236.00

**\$33,385.00**

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	87.77 %	93.6 %	2023-2024	96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Teacher Retention

Summary of actions

- SEL lessons were taught to support cultural awareness and value diversity.
  - SEL support was provided by district coaches lessons.
- Student-Centered and Real-World Learning
  - Diverse cultures were celebrated through literature.
  - A limited number of multicultural experiences were provided: Folk Dancing, Folklorico and hip-hop dancing. Our Read Across America had a multicultural focus and teachers presented various diverse lessons in their classrooms.
- Student engagement
  - Students set SEL goals.
  - Morning meetings provided lessons that supported: Social Awareness, Self-Awareness, Self-Management, Growth Mindset, and Self-Efficacy.

Summary of Effectiveness

Staff ratings of actions.  
Relationship Building - 92.8% effective/very effective.  
Extend Beyond the PLC Celebrating Successes - 93% effective/very effective.  
Clear and Consistent Weekly Communication - 100%  
Professional Development - 86% effective/very effective.  
Culture Climate Team - 86% effective/very effective.  
Morning Meetings - 86% effective/very effective.  
Student SEL Goal Setting - 78%  
  
Historical data - Organizational Domain Staff Survey  
2021 Fall - 88% Favorable  
2022 Fall - 87% Favorable  
2023 Spring - 96% Favorable  
2023 Fall - 93% Favorable  
2024 Spring - 93%

2

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

Teacher Retention

Resource Inequities/Key factors

Staff survey results were overall positive in the Organizational Environment Domain. Malloch staff will participate in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addresses the academic and social-emotional needs of our diverse student population. As a staff we will continue professional development on Cultural Proficiency. Teachers will participate in Year 1 DEI trainings, as provided by the district. Classified staff will participate in DEI trainings, as offered by the district. Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Actions were implemented as planned except for the Cultural Proficiency Training.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

DEI and Cultural Proficiency Training will be a focus next year to ensure we are providing effective academic and social-emotional supports for all of our students. Additional cultural proficiency learning resources will be provided in the weekly staff communication for teachers to use within their classroom. Parent Newsletter's will also include topics on cultural inclusion to honor the diversity we have at our school.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>The Malloch SSC met on January 18, 2024 and delegated the writing of the 2024-25 SPSA to the site leadership team.  Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 6, 2024.  A draft of the SPSA was sent home to all SSC member to review on March 18, 2024  The SSC met on March 21 to review and finalize the 2024-25 draft SPSA and Budget.</div>	<div>2 ELAC:</div> <div>Malloch currently does not have an ELAC due to current numbers will be starting one this next month.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>A Needs Assessment survey was sent to all staff member on February 17, 2024, to gather feedback on past actions.  Lead teacher reviewed the staff Needs Assessment on March 6, 2024.  Staff provided feedback on the draft SPSA on March 20, 2024.  Link to staff needs assessment survey.  <a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=gwDjdMYDQkWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGIUODBUSUNHSE9HUjVFWkZJUfHfUjczMjISU4u&amp;Token=a96">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=gwDjdMYDQkWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGIUODBUSUNHSE9HUjVFWkZJUfHfUjczMjISU4u&amp;Token=a96</a></div>
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Action 1

Title: Teacher Retention

Action Details:

Teacher Retention

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

- Focus on building relationships - connection before content.
- Extend beyond our PLC work to develop various methods to celebrate our work and share best practices.
- Provide clear and consistent weekly communication.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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

Annual staff survey results

Owner(s):

All staff

Timeline:

Twice yearly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Staff meeting/professional learning agendas</p>	<p>Owner(s):</p> <p>Principal</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Weekly communications</p>	<p>Owner(s):</p> <p>Principal, VP</p>	<p>Timeline:</p> <p>Weekly and as needed</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Staff team building activities</p>	<p>Owner(s):</p> <p>Staff</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>• Celebrate successes quarterly with all staff: whole group lunch or dinner gatherings and or off-campus activities and events.</li><li>• Continue Culturally Proficient training.</li><li>• Materials and supplies</li><li>• Books and other references</li><li>• Team building prizes.</li></ul>		
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p>Professional learning emphasizing:</p> <ul style="list-style-type: none"><li>• access for EL students to the Common Core Literacy standards and Academic Language.</li><li>• professional learning in response to site data for ELPAC, Site redassification Goal, iReady, and SBAC data.</li></ul>	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <ul style="list-style-type: none"><li>• Professional learning opportunities provided to staff focused on the SEL needs of students.</li><li>• Resource Counseling Assistants to support identified at-risk African American students.</li><li>• After school program to support struggling students with tutoring.</li><li>• Admin walkthroughs will monitor implementation of research-based strategies and will provide feedback on implementation to teachers.</li><li>• SPED and African American student groups will be monitored for academic gaps in achievement.</li></ul>	

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	93.93 %	92 %	2023-2024	97 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Engagement

Summary of Actions

- Student Academics:
  - Teachers integrated a technology component into their Back to School Night presentations.
  - Academic awards assemblies were held quarterly.
  - Parent/Teacher conferences were held in October and as needed throughout the school year.
- Student-Centered and Real-World Learning:
  - Two 10-week Elective Wheel classes for every 1st - 6th-grade student were offered with a family showcase at the conclusion.
  - The student job program engaged 150 students in a variety of school community jobs.
- Student Engagement:
  - Two Resource Counseling Assistants (RCAs) proactively engaged with students who needed social-emotional support as needed.
- Parent Involvement:
  - Teacher invited parents to volunteer in the classroom and attend fieldtrips.
  - Graphics was used for school-to-home communication.

Summary - Effectiveness

Family survey results (Spring 2024) - 95% Favorable

Historical data on School Environment Domain

Fall 2021 - 93% Favorable

Fall 2022 - 95% Favorable

Spring 2023 - 93% Favorable

Fall 2023 - 94% Favorable

Spring 2024 - 96% Favorable

2

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

Family Engagement

Resource Inequities/Key factors

- Many parent engagement opportunities were offered this year.
- Parent Survey goal was 93%, we met that goal with 96% (Spring 2024)
- Some factors of disproportionality or lack of parent engagement may have been: Chronic absenteeism rates.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions were implemented except for: capturing attendance at family engagement events.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Due to the instructional impact of band, choir, strings, and elementary music, teachers are concerned about continuing the student elective wheel classes. There is a need to explore quarterly STEAM activities to replace the 10-week Elective Wheel selections.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>The Malloch SSC met on January 18, 2024 and delegated the writing of the 2024-25 SPSA to the site leadership team.</p><p>Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 6, 2024.</p><p>A draft of the SPSA was sent home to all SSC member to review on March 18, 2024</p><p>The SSC met on March 21 to review and finalize the 2024-25 draft SPOSA and Budget.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>Malloch currently does not have an ELAC due to current numbers will be starting one this next month.</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>A Needs Assessment survey was sent to all staff member on February 17, 2024, to gather feedback on past actions.</p><p>Lead teacher reviewed the staff Needs Assessment on March 6, 2024.</p><p>Staff provided feedback on the draft SPSA on March 20, 2024.</p><p>Link to staff needs assessment survey.</p><p><a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=gwDjdMYDOKWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGUODBUSUNHSE9HUjVFWkZJUfhFujczMjISUi4u&amp;Token=a96">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=gwDjdMYDOKWAHJJRzdF-uCRYDZW5gAFHr1KKnT8PkGUODBUSUNHSE9HUjVFWkZJUfhFujczMjISUi4u&amp;Token=a96</a></p></div>
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Action 1

Title: Family Engagement

Action Details:

By the end of the 2024-25 school year, 97% of parents will respond favorably to the question, My child's school provides a safe and secure environment for students to learn on the Family survey.

We will provide a variety of events and activities to promote family engagement.

Events and activities include but are not limited to:

- Parent University courses
- Quarterly school-wide activities based on STEAM
- Volunteer Program
- Read Across America
- Weekly communication
- Parent Handbook
- Community Meetings and coffee hours
- Math and Science family events,
- Family social events

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Attendance at each event/activity will be captured and analyzed for inequalities and or barriers in participation.</p>	<p>Owner(s):</p> <p>CCT, VP</p>	<p>Timeline:</p> <p>Yearly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student job data will be monitored so that all students get the opportunity to hold a school job.</p>	<p>Owner(s):</p> <p>CCT</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>School-wide communication will go out to advertise the various events and activities.</p>	<p>Owner(s):</p> <p>Teachers, VP, Principal</p>	<p>Timeline:</p> <p>As events and activities occur.</p>

<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>• Student Academics:<ul style="list-style-type: none"><li>◦ Back to School Night will include a technology component to teach parents how to navigate the Parent Portal and online curriculum sites.</li><li>◦ Quarterly academic awards assemblies will be held one week after each quarter ends. Opportunities for family members to share in their child's success at school will be explored.</li><li>◦ Continue to conduct Parent/Teacher conferences at least once in the Fall and as needed throughout the school year.</li></ul></li><li>• Student-Centered and Real-World Learning:<ul style="list-style-type: none"><li>◦ Provide two 10-week Elective Wheel classes for every 1st – 6th grade student. Students will choose their classes from a wide variety of STEAM options.</li><li>◦ Quarterly school-wide activities based on STEAM (in place of the Elective Wheel classes).</li><li>◦ Families will be invited to attend a showcase of elective wheel student projects, twice a year.</li><li>◦ Student job program will engage students and their families in school-wide community-building experiences. The number of jobs a student has will be monitored to ensure all students who want a job get one.</li></ul></li><li>• Student Engagement:<ul style="list-style-type: none"><li>◦ Attendance at each event will be captured and analyzed to ensure we are engaging with as many families as possible.</li><li>◦ Resource Counseling Assistant (RCA) will proactively engage with students to promote student participation in activities and events (recess time). Material and supplies will be purchased to enhance the RCA's ability to engage students.</li></ul></li><li>• Parent Involvement<ul style="list-style-type: none"><li>◦ Staff will actively look for and promote ways in which families can volunteer at the school site.</li><li>◦ Translators will be hired to assist in family communication.</li><li>◦ Graphics for school-to-home communication</li><li>◦ Copier</li><li>◦ Materials and supplies</li></ul></li></ul>		
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<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <ul style="list-style-type: none"><li>• We will provide communication for families in students' home language.</li><li>• English Learner Instructional strategies will be embedded as needed.</li><li>• We will provide integrated and designated instruction for all English Language Learners.</li></ul>	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>A participation analysis will be conducted to address any inequities. Based on these results we may provide additional</p> <ul style="list-style-type: none"><li>• translation services,</li><li>• transportation services,</li><li>• attendance referral and outreach</li><li>• referral to an outside social emotional support service.</li></ul>
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## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement. No Food, No Incentives	1,076.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00

**\$2,676.00**

# 2024-2025 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	Teacher-Subs			(10) teachers in grades (3rd-6th) X (4) days each = 40 total days for planning. No IEPs	10,152.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Before school planning for 25 teachers. Supplemental contracts of 6 hours X 25 teachers	7,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies.	6,573.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for student use.	2,806.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			9 Substitutes needed for Student Study Team Meetings **No IEPs**	2,354.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books & License Agreements to support literacy intervention grades 3rd-6th.	4,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Reading Intervention materials to support Response to Intervention (RTI) in grades 3rd-6th. - No Food, No Incentives	867.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3255	Certificated Tutor to assist with literacy.	43,276.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			8 substitutes for Intervention meetings.	4,063.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : One Teaching Fellow to work with students on literacy.	15,715.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0495	Certificated Tutor to assist with literacy.	6,582.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	980.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Next Gen math computer-based program. One-year subscription.	9,036.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Reflex computerized program. One-year subscription.	4,795.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Funds will be used for Home/School communication and classroom visuals.	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	SEL Support/target AA/SED/HISP (those subgroups in Red for suspensions).	16,149.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	SEL Support/target AA/SED/HISP (those subgroups in Red for suspensions). New employee in this position. Employment ID# 1063577. Hire date 3/1/24.	17,236.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement. No Food, No Incentives	1,076.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$32,280.00
Sup & Conc	7090	\$113,968.00
LCFF: EL	7091	\$10,368.00
<b>Grand Total</b>		<b>\$156,616.00</b>

\$156,616.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$118,555.00
G2 - Expand student-centered and real-world learning experiences	\$2,000.00
G3 - Increase student engagement in their school and community	\$33,385.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,676.00
<b>Grand Total</b>	<b>\$156,616.00</b>