

Malloch Elementary

10621666006381

Principal's Name: Autumn Prestidge

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Autumn Prestidge	X				
2. Chairperson - Brittany Cupps				X	
3. Deby Martin		X			
4. Kelly Stover		X			
5. Lynnette Vincent		X			
6. Nancy Gonzalez			X		
7. Rebecca Fischle				X	
8. Keith Berry				X	
9. Leigh Anna Gibbs				X	
10. Ryan Peranick				X	
11. Lisa Telesco				X	
12. Dana Buel		X			
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**School Name: Malloch Elementary**

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.

Title	Print Name Below	Signature Below	Date
Principal	Autumn Prestidge		3/14/25
SSC Chairperson	Brittany Cupps		3/14/25

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

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

FY 2025/26

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	\$32,103 *
7090	LCFF Supplemental & Concentration	\$112,890
7091	LCFF for English Learners	\$10,626

TOTAL 2025/26 ON-SITE ALLOCATION

\$155,619

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,044
Program Budget	\$31,059
Total Title I Allocation	\$32,103

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Malloch Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		66.7 %	2023-2024	80 %
SBAC ELA - Average distance from standard	✓	15 pts	-2.6 pts	2023-2024	15 pts
SBAC ELA - percentage of students met/exceeded standard	✓	65 %	52.2 %	2023-2024	60 %
SBAC Math - Average distance from standard	✓	0 pts	-31 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	55 %	38.6 %	2023-2024	45 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- ELA:** Based on our 2023-2024 SBAC scores, students are not making growth in English language arts at their grade level. Schoolwide we are -3 points DFS and 52% meeting or exceeding, which is a 6% decrease from 2023. In addition, our **English Learners** are not making growth on the SBAC (ELLs are -115 DFS & 100% of this student group is not meeting grade-level standards). Furthermore, our **SWD** are -134 DFS with only about 30% of them meeting or exceeding standards as identified on the SBAC
- Math:** Based on our 2024 SBAC scores, our students are not making growth in Math at their grade level. Schoolwide we are -31 points DFS and 39% meeting or exceeding standards, which is a 7% decrease from 2023. In addition, our **SED** population is -50 points DFS and our **SWD** are -109 points DFS.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- ELA:
 - Students are struggling with reading fluency and comprehension in 1st-6th
 - The need to build understanding and strategies regarding T2 intervention to support struggling readers.
- Math:
 - Students are not mastering basic math fact fluency in Kindergarten-6th
 - The need to develop instructional strategies and intentional student practice regarding math facts
- Both Content Areas:
 - PLCs have not used CFAs and data analysis to its fullest extent to guide instruction and next steps for ELA and Math.
 - The need to develop good first instruction (Tier 1) strategies and student ownership in Math and ELA
- SPED Assessment Requests and Placements
 - We have had parents request assessment and then decline the offer of FAPE.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide intervention and after school tutoring for identified students who are below benchmarks in reading fluency, math fluency and reading comprehension
- Offer PL to 1) support small group intentional instruction for struggling readers, 2) support instructional strategies and tasks that will increase a student's ability to master grade level fluency expectations during Tier 1 instruction
- Effectively utilize CFAs and a data analysis process to analyze student data and guide next steps in instruction and intervention at the Tier 1 and Tier 2 levels.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning Communities

Partially Implemented

- PLCs were partially implemented and effective
 - There were only 17 contracted weekly meetings that teachers had contractual time together.
 - There were 9 PL/Staff meetings scheduled. However, 2 of the PLs were changed to PLCs to support with PLC work.
 - PLCs had autonomy of how the time was used
 - Some PLCs utilized CFAs to guide instruction
 - PLC work regarding a Homework policy was created and communicated as additional practice for students to master skills taught in class.
 - Creation of a High Quality Instruction document was created with PLC and ILT feedback and collaboration. Classroom observation data was provided to support PLCs on reflecting on their teaching practice and determining next steps collaboratively.
 - There was lack of clarity regarding PLC expectations (agenda, CFAs, etc).
 - Little to no evidence of a student-centered PLC protocol was observed. PLC observation of overall CFA scores or weekly assessments was discussed; not item analysis to determine targeted intervention or reteach needs.
 - IPG, Common Core Companion and GCC or other resources was accessible to PLCs but not always visible or discussed during observed PLCs meetings.
 - Assurance of classroom tasks and assessments are aligned to grade level rigor and that students have opportunities to practice the skills in a whole class, small group, or independent setting.

- There was a lack of time to present additional learning for staff.

Action 2: Comprehensive Reading and Intervention Program (RtI)

Partially Implemented

- RtI was partially implemented and partially effective because we just started it this school year.
 - We were provided with a full-time Academic Coach and a .5 Tier 2 Intervention Specialist (Tier 2 IS) to make this opportunity available to our students.
 - Staff and the community communicated with the need for RtI, how it will work, and the expectations, and intended outcomes. The community was informed at the Parent Chat on 10/31.
 - The foundation and logistics were well received with positive feedback from staff
 - Increase in students completing iReady district expectations (minutes/lessons passed) grew to 50% in February from less than 30% at the BOY.
 - Students received additional intervention in both academics and SEL. We supported about 45-50 students for academic intervention in Q2 and Q3. We supported about 32 students for SEL supports focused on the 5 SEL competencies. In Q3 we also began supporting students who have or have the potential of being chronically absent and/or need 1:1 support
 - We planned a pull-out model for academic and SEL intervention (with our personnel resources) in addition to additional Tier 1 support provided by the teacher in the classroom during the same 25 minute blocks of time. Each intervention is for 25 minutes Mondays-Thursdays.
 - The focus for academic intervention was on reading fluency and foundational skills using OG and Heggerty curriculum.
 - We continued implementing 4 literature books for each grade level to promote literacy.
 - We created an iReady incentive plan for growth, meeting typical growth, and for meeting stretch growth on D2 and D3.
 - Area of Need/Growth
 - We lacked strengthening our writing process with clear strategies, an intentional plan, and how we were going to progress monitor with pre and posts tests each quarter at each grade level.
 - We did provide teachers with expectations for writing, however, it was not monitored or followed through with the implementation of the expectations.
 - We are still finalizing progress monitoring at the Tier 2 level to determine next steps for students that intervention is not working for
- A Targeted Support Team (TST) was created to monitor and analyze student support and progress.
- - We were provided with a .5 Tier 2 IS to support with the logistical planning and documentation for this team.
 - This was new learning for the team, and we spent most of the school year figuring out logistics, building our own capacity about the purpose and work of a TST, and how to document our work to make it effective and intentional for student achievement.

Action 3: Math Intervention

Partially Implemented

- Math intervention was partially implemented and effective
 - We utilized Next Gen and Reflex/Frax to support with math fluency. Our staff attended a virtual PL to learn about new features in Next Gen to utilize for instruction and student practice.
 - We made goals for students mastering math fluency standards at each grade level but did not follow through with progress monitoring or analyzing these goals and its effectiveness for student achievement.
 - We created an iReady incentive plan for growth, meeting typical growth, and for meeting stretch growth on D2 and D3.
 - We did not create interventions to support with gaps in math development.
 - It was not clearly observed that teachers had a designated time during their instructional block to strengthen students' math fluency skills.

Action 4: Professional Learning

Partially Implemented

- Action 1: PLCs (Not Effective)
 - 100% of certificated staff attended the PLC+ training at October's buyback
 - Schoolwide we are -3 points DFS and 52% meeting or exceeding, which is a 6% decrease from 2023. In addition, our **English Learners** are not making growth on the SBAC (-47 DFS in ELA and -8 DFS in Math) & 100% of this student group is not meeting grade-level standards). Furthermore, our **SWD** are -134 DFS with only about 30% of them meeting or exceeding standards as identified on the SBAC
 - SBAC 2024 Scores By grade level:
 - 3rd Grade
 - ELA: -33 DFS (-31 YOY change); 35.8% Met/Exceeded (-21.9% YOY change)
 - Math: -21 DFS (-10 YOY change); 38.2% Met/Exceeded (-13.9% YOY change)

- 4th Grade
 - ELA: -8 DFS (-9 YOY change); 53.3% Met/Exceeded (-0.2% YOY change)
 - Math: -20 DFS (-13 YOY change); 45.3% Met/Exceeded (-6.4% YOY change)
 - 2024-25 iReady: 72% of students on grade level
- 5th Grade
 - ELA: 0 (-20 YOY change); 56.5% Met/Exceeded (-14.1% YOY change)
 - Math: -52 DFS (-24 YOY change); 26.1% (-15.1% YOY change)
 - 2024-25 iReady: 47% of students on grade level
- 6th Grade
 - ELA: 10 (15 YOY change); 65.6% Met/Exceeded (12.4% YOY change)
 - Math: -49 DFS (-5 YOY change); 40% Met/Exceeded (6% YOY change)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning Communities

Ineffective

- Action 1: PLCs
 - 100% of certificated staff attended the PLC+ training at October's buyback
 - Schoolwide we are -3 points DFS and 52% meeting or exceeding, which is a 6% decrease from 2023. In addition, our **English Learners** are not making growth on the SBAC (-47 DFS in ELA and -8 DFS in Math) & 100% of this student group is not meeting grade-level standards). Furthermore, our **SWD** are -134 DFS with only about 30% of them meeting or exceeding standards as identified on the SBAC
 - SBAC 2024 Scores By grade level:
 - 3rd Grade
 - ELA: -33 DFS (-31 YOY change); 35.8% Met/Exceeded (-21.9% YOY change)
 - Math: -21 DFS (-10 YOY change); 38.2% Met/Exceeded (-13.9% YOY change)
 - 4th Grade
 - ELA: -8 DFS (-9 YOY change); 53.3% Met/Exceeded (-0.2% YOY change)
 - Math: -20 DFS (-13 YOY change); 45.3% Met/Exceeded (-6.4% YOY change)
 - 2024-25 iReady: 72% of students on grade level
 - 5th Grade
 - ELA: 0 (-20 YOY change); 56.5% Met/Exceeded (-14.1% YOY change)
 - Math: -52 DFS (-24 YOY change); 26.1% (-15.1% YOY change)
 - 2024-25 iReady: 47% of students on grade level
 - 6th Grade
 - ELA: 10 (15 YOY change); 65.6% Met/Exceeded (12.4% YOY change)
 - Math: -49 DFS (-5 YOY change); 40% Met/Exceeded (6% YOY change)
 - SBAC 2024 Scores By Student Groups:
 - ELL: (20 students; 4% of total population TK-6th) 100% Not Met on 2024 SBAC
 - SED: (135 students; 47% of total population TK-6th)
 - ELA: 38.5% Not Met; 16% Nearly Met; 24% Met; 22% Exceeded; -24 DFS
 - Math: 39% Not Met; 32% Nearly Met; 17% Met; 12% Exceeded; -49 DFS
 - SWD: (32 students; 6% of total population TK-6th)
 - ELA: 76% Not Met; 4% Nearly Met; 12% Met; 8% Exceeded; -118 DFS
 - Math: (57 students) 46% Not Met; 32% Nearly Met; 12% Met; 11% Exceeded; -55 DFS

- AA: (19 students; 4% of total population)
 - ELA: 53% Not Met; 16% Nearly Met; 5% Met; 26% Exceeded; -55 DFS
 - Math: 63% Not Met; 16% Nearly Met; 21% Met; 0% Exceeded; -110 DFS
- Hispanic: (120 students; 57% of total population)
 - ELA: 33% Not Met; 18% Nearly Met; 27% Met; 23% Exceeded; -13 DFS
 - Math: 35% Not Met; 32% Nearly Met; 19% Met; 14% Exceeded; -38 DFS
- PLC planning days (4x per academic year)
 - Starting in 3rd quarter, Admin and ILT began solidifying the expectations for what tasks needed to be completed during the planning day with an emphasis on 2 CFAs per content area and evidence that the standard had been deconstructed to lesson objectives with identified CFU questions.
 - Based on family and staff feedback, using site funds to have substitutes cover classes during planning days is considered effective. 77% of family responses and 56% of staff find planning days either effective or very effective.
 - Furthermore, 63% of staff found CFAs to be effective or very effective to progress monitor student achievement and 50% noted that having quarterly Fluency Assessments is effective or very effective.

Action 2: Comprehensive Reading and Intervention Program (Rtl)

Effective

- Action 2: Rtl
 - This is new this school year so there are no metrics to measure effectiveness.
 - TST is also new this school year so there are no metrics to measure effectiveness
 - However, the foundation and logistics of supporting students in a schoolwide intervention model has been well received by the community and staff with 45% of family feedback and 65% of the staff noting that Rtl, it's personnel, and materials are considered Effective or Very Effective.

Action 3: Math Intervention

Partially Effective

- Action 3: Math Intervention
 - A focus on math fluency is new this year so there are no metrics to measure effectiveness.
 - We purchased Next Gen to support student Math achievement
 - We do not see high usage from 1st and 2nd grade teachers.
 - Additionally, all grade levels except for 3rd grade have an average score on assignments in the 60%-69% range; 3rd grade's average score for assignments is 73%.
 - We purchased Reflex/Frax to support student Math achievement
 - Schoolwide the average fluency gain was 131 math facts.
 - The average usage in days per student is 53.
 - The average number of green lights is 42.

Action 4: Professional Learning

Ineffective

The limited amount of time per the CBA limited the effectiveness of PL for teachers.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **Early Literacy**

- From August of 2025 (iReady D1) to June of 2026 (iReady D3) the percentage of students in Kindergarten-2nd grade who are at or above grade level in literacy as measured by iReady diagnostic assessment will increase from 66% to 75%.
 - To progress monitor this, our PLCs have set the following goals (based on 2023-2024 D3 iReady data)
 - Kinder: increase from 79% to 84%
 - 1st: increase from 70% to 75%
 - 2nd: increase from 70% to 75%
 - In June 2026 the percentage of Malloch Kindergarteners who are mastering literacy foundational skills as measured by the Kindergarten FSA assessment will be 80% (Note: Our 2023-24 FSA3 scores are already above the interim goal of 63.2% at 65%)
 - From December 2025 (iReady D2) to June 2026 (iReady D3) the percentage of students (Kinder-6th grade) that are meeting their stretch growth target as measured by iReady diagnostic will increase from 53% to 58%
 - To progress monitor our PLCs have set the following goals (compared to 2023-2024 D3 stretch growth):
 - Kinder: increase from 49% to 58%
 - 1st: increase from 57% to 62%
 - 2nd: increase from 60% to 65%
 - To achieve the Early Literacy goals, we will:
 - Identify specific Tier 1 and Tier 2 instructional strategies and support to increase student achievement
 - Ensure that PLCs utilize resources such as: IPG, Common Core Companions, SBAC Claims/Target resources, and GVC when analyzing student work, and planning instruction.
 - Daily focus on the foundational skills in grades Kindergarten-2nd grade (phonics, phonemic awareness, reading fluency, and basic reading comprehension) in both Tier 1 and Tier 2 instructional time blocks
 - Kinder Standards: RF.K.2 and RF.K.3, RF.K.4
 - 1st Grade Standards: RF.1.2, RF.1.3, RF.1.4
 - 2nd Grade Standards: RF.2.3, RF.2.4
 - Continue with RtI in grades 1st-6th grade to support students who are identified as needing extra support to master reading foundational skills.
 - We will use OG, Heggerty, and Fluency passages as resources.
 - In addition, we will use resources such as GORT 5, Dibels, or other curriculum/program to monitor our T2 effectiveness and student growth and/or achievement.
 - CFAs in grades 1st and 2nd grade will be utilized to monitor student learning and determine next steps.
 - CFAs will be focused on major cluster standards and foundational skills to align with the Early Literacy goals at grade level rigor.
 - For Kindergarten FSA, teachers are committed to continuing with their ABC Bootcamp, doing OG, sight word mapping, Heggerty, using iReady MyPath as adaptive practice of foundational skills, and creating family challenges with incentives to support students mastering the FSA skills in Tier 1 instruction. For Tier 2 instruction, teachers will utilize their paraprofessional aides to support Tier 2 small group intervention for students who have not yet mastered the previously taught skills.
 - **Literacy Intervention**
 - From D2 to D3 iReady diagnostic 3rd-6th grade students who meet their stretch growth goals will increase from 53% to 58%.
 - To progress monitor our PLCs have set the following goals (compared to 2023-2024 D3 stretch growth):
 - 3rd: increase from 40% to 58%
 - 4th: increase from 47% to 58%
 - 5th: increase from 57% to 62%
 - 6th: increase from 62% to 67%
 - From August 2025 to June 2026 the percentage of identified 3rd-6th grade students who improve a minimum of one rubric score from D1 to D2 on the district writing assessment will be 50%.
 - To achieve the Literacy Intervention goals, we will:
 - Focus on strengthening students' vocabulary to increase reading comprehension skills and monitor their progress with iReady Diagnostic assessments in the domain of Vocabulary. This will be done through a grade level vertical articulation of morphology, prefix, suffix, and root words.
 - Ca Standards: K.L.4, 1.L.4, 2.L.4, 3.L.4, 4.L.4, 5.L.4
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.
 - Utilize the CFAs/IABs/FIABs in grades 3rd-6th to ensure instruction and student practice is aligned to grade level rigor.
 - CFAs will be focused on major cluster standards and foundational skills to align with the grade level standard, how it will be assessed on SBAC, to ensure grade level rigor.

- IABs/FIABs will be used when deemed appropriate based on FUSD's Scope and Sequence.
- Continue with Reading Fluency expectations for grades 1st-6th (see Appendix B) and quarterly fluency assessments to progress monitor students' reading fluency and comprehension.
- Continue with RtI in grades 1st-6th grade to support students who are identified as needing extra support to master reading foundational skills.
- We will use OG, Heggerty, and Fluency passages as resources.
- In addition, we will use resources such as GORT 5, Dibels, or other curriculum/program to monitor our T2 effectiveness and student growth and/or achievement.
 - Continue implementation of writing expectations for grades 1st-6th and create a grade level vertical articulation of skills. This will include a focus on: mastering the use of transition words, creating strong topic sentences with relevant supporting details, and a variety of sentence structures (simple and complex sentences) in students' writing across all subjects. (see Appendix C)

• **Math**

- From D2 to D3 iReady diagnostic, 1st-6th grade students who meet their stretch growth goals will increase from 17% to 25%.
 - To monitor progress, our PLCs have set the following goals (compared to 2023-2024 D3 stretch growth)
 - 1st: increase from 29% to 34%
 - 2nd: increase from 9% to 25%
 - 3rd: increase from 16% to 25%
 - 4th: increase from 8% to 25%
 - 5th: increase from 2% to 25%
 - 6th: increase from 17% to 25%
 - By June 2026, the percentage of identified 1st-6th grade students who master their grade level fluency standard(s) with 80% accuracy on quarterly fluency assessments will increase from X% to 70%.
 - To monitor progress, our PLCs have set the following goals:
 - By Q1 (October) 40% of students will meet their grade level fluency goal(s)
 - By Q2 (December) 50% of students will meet their grade level fluency goal(s)
 - By Q3 (March) 60% of students will meet their grade level fluency goal(s)
 - To **achieve the Math goals**, we will:
 - Commit 15 minutes daily to fluency practice utilizing fluency strategies explicitly taught through daily routines (see Appendix D)
 - Commit 15 minutes daily to small group instruction and independent work to reinforce fluency skills and strategies (see Appendix D)
 - Utilize the IABs/FIABs in grades 3rd-6th to ensure instruction and student practice is aligned to grade level rigor.
 - Provide professional development of Math progression of standards and grade level rigor with an intense focus on the progression of place value strategies.
 - Provide professional development of Math fluency standards and the strategies used to support student conceptual understanding of basic facts and place value.
 - Attempt to create an RtI plan to support students who are struggling and far below grade level based on iReady (1st-3rd) and/or SBAC scores from previous year (4th-6th)

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC approved these actions and resources.

ELAC:

We did not have an ELAC this year.

Staff:

ILT and CCT assisted in providing ideas for this action plan. Staff was presented it at Buyback on 3/10.

Action 1 :

Early Literacy

Action Details:

From August of 2025 (iReadyD1) to June of 2026 (iReadyD3) the percentage of students in Kindergarten-2nd grade who are **at or above grade level** in literacy as measured by iReady diagnostic assessment will increase from 66% to 75%.

- To progress monitor this, our PLCs have set the following goals (based on 2023-2024 D3 iReady data)
 - Kinder: increase from 79% to 84%
 - 1st: increase from 70% to 75%
 - 2nd: increase from 70% to 75%
- In June 2026 the percentage of Malloch Kindergarteners who are **mastering literacy foundational skills** as measured by the Kindergarten FSA assessment will be 80% (Note: Our 2023-24 FSA 3 scores are already above the interim goal of 63.2% at 65%)
- From December 2025 (iReady D2) to June 2026 (iReady D3) the percentage of students (Kinder-6th grade) that are meeting their **stretch growth target** as measured by iReady diagnostic will increase from 53% to 58%
- To progress monitor our PLCs have set the following goals (compared to 2023-2024 D3 stretch growth):
 - Kinder: increase from 49% to 58%
 - 1st: increase from 57% to 62%
 - 2nd: increase from 60% to 65%

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Q1 Tier 1

- K-2 focus on **Phonemic Awareness** and **Phonics**
- Reading Fluency practice
 - 10 minutes/day; 5 days/week
- Students will goal set in Week 2 1:1 with Teacher
- Data Sheets will be used to monitor iReady growth, CFA data, and any additional T1 supports that were offered
- Focus on Word Work in 1st-2nd grade daily for 10-15 minutes
- Use of "because, but, so" to explain and justify thinking

Q2 Tier 1

- K-2 focus on **Vocabulary** and **Comprehension**
- Use of because, but, so to explain and justify comprehension skills
- Reading Fluency practice
 - 10 minutes/day; 5 days/week
- Focus on Word Work in 1st-2nd grade daily for 10-15 minutes
- Students will reflect on goals during conference time with parent/guardian to monitor progress
- Data sheets will be used to monitor iReady growth, CFA data, and any T1 supports
- Use of "because, but, so" to explain and justify thinking

Q3 Tier 1

- K-2 focus on **Vocabulary** and **Comprehension**
- Use of because, but, so to explain and justify comprehension skills
- Reading Fluency practice

- 10 minutes/day, 5 days/week
- Focus on Word Work in 1st-2nd grade daily for 10-15 minutes
- Student will reflect on goals 1st week of Q3 to monitor progress
- Data sheets will be used to monitor iReady growth, CFA data, and any T1 supports
- Use of “because, but, so” to explain and justify thinking

Q4 Tier 1

- K-2 focus on **Vocabulary** and **Comprehension**
- Use of because, but, so to explain and justify comprehension skills
- Reading Fluency practice
 - 10 minutes/day, 5 days/week
- Focus on Word Work in 1st-2nd grade daily for 10-15 minutes
- Students will reflect on goals in May to monitor progress
- Data sheets will be used to monitor iReady growth, CFA data, and any T1 supports
- Use of “because, but, so” to explain and justify thinking

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Tier 1 instruction will include the following enhanced serviced for EL students:

- explicit instruction that includes clear & concise directions and practice,
- scaffolded support with visuals, realia, and sentence frames to engage,
- partner and group tasks to support learning

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

Students with Disabilities (SWD): family support as needed

African American (AA): RtI intervention

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Intentional planning at grade level rigor monitored by ILT - informal classroom observations weekly by admin - use of CFA data (FIAB/IAB) and iReady data to monitor progress	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - student improvement on iReady D2 and D3 - Kinder FSA growth	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Student improvement on iReady D2 and D3 - End of Year FSA for Kinder - student improvement on reading fluency and comprehension measured by Regional Fluency assessments.

Action 2 :

Literacy Intervention

Action Details:

From D2 to D3 iReady diagnostic 3rd-6th grade students who meet their **stretch growth goals** will increase from 53% to 58%.

- To progress monitor our PLCs have set the following goals (compared to 2023-2024 D3 stretch growth):
 - 3rd: increase from 40% to 58%
 - 4th: increase from 47% to 58%
 - 5th: increase from 57% to 62%
 - 6th: increase from 62% to 67%
- From August 2025 to June 2026 the percentage of identified 3rd-6th grade students who improve a minimum of one rubric score from D1 to D2 on the **district writing assessment** will be 50%.
 - To **achieve the Literacy Intervention goals**, we will:
 - Focus on strengthening students' vocabulary to increase reading comprehension skills and monitor their progress with iReady Diagnostic assessments in the domain of Vocabulary. This will be done through a

grade level vertical articulation of morphology, prefix, suffix, and root words.

- Ca Standards: K.L.4, 1.L.4, 2.L.4, 3.L.4, 4.L.4, 5.L.4
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.
- Utilize the CFAs/IABs/FIABs in grades 3rd-6th to ensure instruction and student practice is aligned to grade level rigor.
 - CFAs will be focused on major cluster standards and foundational skills to align with the grade level standard, how it will be assessed on SBAC, to ensure grade level rigor.
 - IABs/FIABs will be used when deemed appropriate based on FUSD's Scope and Sequence.
 - Continue with Reading Fluency expectations for grades 1st-6th (see Appendix B) and quarterly fluency assessments to progress monitor students' reading fluency and comprehension.
- Continue with RtI in grades 1st-6th grade to support students who are identified as needing extra support to master reading foundational skills.
- We will use OG, Heggerty, and Fluency passages as resources.
- In addition, we will use resources such as GORT 5, Dibels, or other curriculum/program to monitor our T2 effectiveness and student growth and/or achievement.
 - Continue implementation of writing expectations for grades 1st-6th and create a grade level vertical articulation of skills. This will include a focus on: mastering the use of transition words, creating strong topic sentences with relevant supporting details, and a variety of sentence structures (simple and complex sentences) in students' writing across all subjects. (see Appendix C)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Q1 Tier 1

- 3rd-6th focus on **grade level comprehension skills** and **reading fluently**
- Reading Fluency practice
- 10 minutes/day, 5 days/week
- Students will goal set in Week 2 1:1 with Teacher
- Focus on Word Work (Morphology) daily for 10-15 minutes
- Use of "because, but, so" to explain and justify thinking
- All available IABs and FIABs will be utilized based on District Scope and Sequence to monitor student progress at grade level
- Any CFAs will mimic that of SBAC sentence stems

Q2 Tier 1

- 3rd-6th focus on **grade level comprehension skills** and **reading fluently**
- Reading Fluency practice
- 10 minutes/day, 5 days/week
- Students will goal set in Week 2 1:1 with Teacher
- Focus on Word Work (Morphology) daily for 10-15 minutes
- Use of "because, but, so" to explain and justify thinking
- All available IABs and FIABs will be utilized based on District Scope and Sequence to monitor student progress at grade level
- Any CFAs will mimic that of SBAC sentence stems

Q3 Tier 1

- 3rd-6th focus on **grade level comprehension skills** and **reading fluently**
- Reading Fluency practice
- 10 minutes/day, 5 days/week
- Students will goal set in Week 2 1:1 with Teacher
- Focus on Word Work (Morphology) daily for 10-15 minutes
- Use of "because, but, so" to explain and justify thinking
- All available IABs and FIABs will be utilized based on District Scope and Sequence to monitor student progress at grade level
- Any CFAs will mimic that of SBAC sentence stems

Q4 Tier 1

- 3rd-6th focus on **grade level comprehension skills** and **reading fluently**

- Reading Fluency practice
- 10 minutes/day, 5 days/week
- Students will goal set in Week 2 1:1 with Teacher
- Focus on Word Work (Morphology) daily for 10-15 minutes
- Use of “because, but, so” to explain and justify thinking
- All available IABs and FIABS will be utilized based on District Scope and Sequence to monitor student progress at grade level
- Any CFAs will mimic that of SBAC sentence stems

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Tier 1 instruction will include the following enhanced serviced for EL students:

- explicit instruction that includes clear & concise directions and practice,
- scaffolded support with visuals, realia, and sentence frames to engage,
- partner and group tasks to support learning

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

Students with Disabilities (SWD): family support as needed

African American (AA): family supports as needed

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Intentional planning at grade level rigor monitored by ILT - informal classroom observations weekly by admin - use of CFA data (FIAB/IAB) and iReady data to monitor progress	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - PLCs engaging in data analysis to identify gaps in learning with a plan to reteach and address misconceptions - a sense of urgency in classroom learning environment - decrease number of students below grade level as measured by iReady D2 and D3 - increase in the number of students who meet their stretch growth as measured by iReady D2 and D3	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - students taking ownership of their learning through goal-setting and more learning responsibility - Students improve 15 points or more to move closer to grade level as measured by Distance from Standard (DFS)

Action 3 :

Writing

Action Details:

Tier 1

1st-6th

- Students will use a plan to organize thoughts and flow of writing (T-chart, number notes, etc.)
- Students will be able to analyze a prompt to know what they are writing about.
- Students will be able to use and identify the 4 types of topic sentences (simple declarative, number, question, situation/stance)
- Body sentences (including transitions)
- Concluding sentences
- Learn editing/revising tools
- Sentence analysis

3rd-6th

- Gather relevant information from multiple sources

- Clear organizational structure sustained within paragraphs

Resources to Use:

Writing Revolution, Write Tools, SBAC Rubrics (3rd-6th), Malloch's genre writing focus by quarters (1st-2nd) all genres in 3rd-6th

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Q1 Tier 1 High Quality Instructional Practice Focus:

- Students know classroom expectations and outcomes
- Students can explain the what, why, and how of what is being learned.
- Focus on Ratio of Interactions (Goal: 5 positive: 1 corrective)

Q2 Tier 1 Instructional Practice Focus:

- Students can explain what, why, and how of what they are learning.
- Students are engaged in learning tasks, assignments, and assessments that are aligned to grade-level standards and level of rigor
- Focus on OTRs (Goal: 15 OTRs in a 10-minute classroom observation)

Q3 Tier 1 Instructional Practice Focus:

- Students are engaged in learning tasks, assignments, and assessments that are aligned to grade-level standards and level of rigor
- Students can self-assess and self-reflect using identified success criteria
- Focus on CFU while maintaining 15 OTRs
- (Goal: 5 content-related CFUs in a 10-minute classroom observation)

Q4 Tier 1 Instructional Practice Focus:

- Students can self-assess and self-reflect using identified success criteria
- Students are actively engaged in productive struggle and not afraid to make mistakes
- Focus on OTR and CFU
- OTR Goal: 20 OTRs in a 10-minute observation
- CFU Goal: 5 content-related CFUs in a 10-minute observation

Tier 2

- Provide small group instruction and support in a specific area of the writing process
- Utilize graphic organizers to help plan and organize student writing
- Provide frequent and specific feedback
- Scaffold writing tasks into smaller, manageable tasks.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To support ELLs in Writing, the enhanced services at Malloch will be:

- use of graphic organizers to help students plan and organize their writing,
- use of sentence starters/frames to help students structure their sentences,
- model writing in a teacher "think aloud",
- Language Experience Approach (LEA),
- a Total Physical Response (TRP)

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☐

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Intentional planning at grade level rigor monitored by ILT - informal classroom observations weekly by admin - use of CFA data (FIAB/IAB) and iReady data to monitor progress	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - PLCs engaging in data analysis to identify gaps in learning with a plan to reteach and address misconceptions - a sense of urgency in classroom learning environment	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. students taking ownership of their learning through goal-setting and more learning responsibility

Action 4 :

Math

Action Details:

Tier 1

- Daily Number talks to support student fluency skills
- Daily Problem of the Day (PODs) to support students' understanding of place value (in +, -, x, ÷)
- Use of manipulatives to build conceptual understanding when appropriate or needed
- Mathematical discourse: Providing opportunities for students to explain their thinking.
- All available IABs and FIABS will be utilized based on District Scope and Sequence to monitor student progress at grade level
- Any CFAs will mimic that of SBAC sentence stems

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Q1 Tier 1 High Quality Instructional Practice Focus:

- Students know classroom expectations and outcomes
- Students can explain the what, why, and how of what is being learned.
- Focus on Ratio of Interactions (Goal: 5 positive: 1 corrective)

Q2 Tier 1 Instructional Practice Focus:

- Students can explain what, why, and how of what they are learning.
- Students are engaged in learning tasks, assignments, and assessments that are aligned to grade-level standards and level of rigor
- Focus on OTRs (Goal: 15 OTRs in a 10-minute classroom observation)

Q3 Tier 1 Instructional Practice Focus:

- Students are engaged in learning tasks, assignments, and assessments that are aligned to grade-level standards and level of rigor
- Students can self-assess and self-reflect using identified success criteria
- Focus on CFU while maintaining 15 OTRs
- (Goal: 5 content-related CFUs in a 10-minute classroom observation)

Q4 Tier 1 Instructional Practice Focus:

- Students can self-assess and self-reflect using identified success criteria
- Students are actively engaged in productive struggle and not afraid to make mistakes
- Focus on OTR and CFU
- OTR Goal: 20 OTRs in a 10-minute observation
- CFU Goal: 5 content-related CFUs in a 10-minute observation

Tier 2

- Provide small group instruction in major cluster standards and pre-req skills needed for grade level instruction
- Use of manipulatives and visuals to help students understand concepts

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To support English Learners, the enhanced services for EL students will be:

- explicit math vocabulary instruction,
- scaffold instruction or steps,
- use visuals and manipulatives,
- engage students in math talks to build language and understanding

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
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Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Specilast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Intentional planning at grade level rigor monitored by ILT • informal classroom observations weekly by admin • use of CFA data (FIAB/IAB) and iReady data to monitor progress	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • PLCs engaging in data analysis to identify gaps in learning with a plan to reteach and address misconceptions • a sense of urgency in classroom learning environment • decrease in number of students below grade level as measured by iReady D2 and D3 • Increase in number of students who meet their iReady stretch growth goal on D2 and/or D3	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • students taking ownership of their learning through goal-setting and more learning responsibility • Students below grade level improve 15 points or more as measured by the distance from standard (DFS) on the SBAC

2025-2026 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	Mat & Supp			Materials and supplies. **No Incentives or food**	553.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			(10 Teachers) X (4 days)= 40 substitute days will be given to each 3rd-6th grade teacher for planning. Teachers/Admin will determine planning days.	10,139.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			9 subs for ILT Planning - G1A2,3,4	2,250.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Set aside for STRS for CT in 7090-1110 \$6,816	14,414.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for student use. Move \$1,298 for STRS cost for CT for 7091-1110.	1,402.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts of 6 hours x 13 teachers. Split funded with 7090. *No IEPs or 504s*	1,126.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: One Teaching Fellow to work with students on Literacy.	15,512.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated tutor to assist with literacy.	37,805.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract of 6 hours X 25 teachers.	3,984.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts of 6 hours x 13 teachers. Split funded with 3010.	3,166.00
G1A2	Sup & Conc	Other Pupil Services	Mat & Supp			: NTA Overage G1A2,3,4	200.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0600	Certificated tutor to assist with literacy.	7,201.00
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 computer-based math program. One-Year subscription.	4,800.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,023.00

\$113,611.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91 %	86.3 %	2024-2025	88 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Need to continue offering a variety of experiences to support students. Refinement of current structures to ensure they are meeting the needs of students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Teachers are not aligned to needs of school.
- Better alignment across grade levels.
- Need to understand the purpose and why of actions.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- CCT will support.
- Staff surveys.
- Feedback circles.
- One pager of expectations and how to ensure students' needs are met.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Fully Implemented

- Action 1: Student Engagement
 - Student engagement was fully implemented with the exception of Career Day and a Student Newspaper.
 - All students had the opportunity to attend the Career and College field trips that were provided by the district.
 - The non-district field trips are funded through our Jog-A-Thon fundraiser and PTO.
 - Engagement opportunities through field trips were as follows:
 - 1st grade: Discovery Center, Bullard TALENT play,
 - 2nd grade: Owl Hollow, Bullard TALENT play, Warner’s Theater (VAPA)
 - 3rd grade: Bullard TALENT play, Fresno Art Museum
 - 4th grade: Monterey Bay Aquarium
 - 5th grade: United Skates, San Jose TECH Museum, Bullard Band/Strings Event
 - 6th grade: Bullard Band/Strings Event, Mission Springs (Camp), Island Water Park
 - Student jobs were implemented.
 - We had XXX students have a job in the first semester. In second semester we have XXX students with an assigned job.
 - Drama was implemented and students used the elective wheel opportunity to engage and participate.
 - Student Leadership was implemented with student officers and classroom representatives in grades 3rd-6th.
 - Students in grades 4th-6th also engaged in a Social Science engagement opportunity titled “Walk Through…”
 - Funding for this is provided through our PTO.
 - 4th grade students participate in “Walk through California”
 - 5th grade students participate in “Walk through American Revolution”
 - 6th grade students participate in “Walk through Ancient Civilization”
 - We also participated in the American Heart Association challenge to bring awareness to heart and overall physical and mental health.
 - Students also participated in Peach Blossom and Science Olympiad
 - Students also can earn their Block Maward by participating in activities to promote the “whole child” in mind, body, and spirit. (see Appendix E).

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Ineffective

- Action 1: Student Engagement
 - On the Climate and Culture Fall survey students overall a 87% favorable rate in student engagement
 - 98% (+3% from Fall 2024) state that they know the school rules and what is expected of me.
 - A significant decrease (-13%) to 62% state that within the last 30 days, they have been bullied.
 - 81% responded that they feel like they belong at our school (down 7% from Fall 2024)
 - 78% responded that they feel like they have a voice and feel heard at our school (up 6% from Spring 2024)

- 94% responded that they have opportunities to be a part of discussions and activities in their classroom (up 1% from Spring 2024)
- 98% responded that they have opportunities to be a part of extra curricular activities at our school (up 3% from Spring 2024)
- 92% believe there is an adult on our campus that cares about them
- 58%% responded that students care about each other at our school (down 15%% from Fall 2024)
- 78% (-9% from Fall 2024) of students feel as though they have an adult at Malloch they can talk to.
- On the Climate and Culture Spring Survey, in 5 of the 7 topics, Malloch was in the 90% range of the Family survey
 - Our largest gain (up 9%) from Fall Survey to Spring Survey data was in Student Wellness, where families believe that there is an adult on campus that their child(ren) can talk to.
 - Another large gain (up 8%) from Fall survey to Spring survey data was in organizational environment, where families believe that Malloch embraces, values, and understands different races, ethnicities, and cultures.
 - Lastly, up 6% to 94% from Fall to Spring is parents feeling as though adults at Malloch are teaching student how to manage their emotions.
 - 83% (down 6% from Fall survey) of families responded favorably in feeling like they are a part of their child's learning journey at Malloch.
- College and Career District provided field trips and field trips provided by PTO was 100% completed.
 - 63% of our families stated that they find this opportunity effective/highly effective.
 - 74% of our staff stated that they find this opportunity effective/highly effective.
- Student jobs were highly effective with
 - 77% of students in grades 4th-6th stating that they either like or love this opportunity.
 - 86% of our families stated that they find this opportunity effective or highly effective.
 - 83% of our staff stated that they find this opportunity effective or highly effective
- Drama Play
 - 62% of our families stated that they find this opportunity effective or highly effective
 - 79% of our staff stated that they find this opportunity effective or highly effective
 - 76% of our students in grades 4th-6th stating that they either like or love this opportunity
 - Offering this during our Elective Wheel options is also well received and liked by all stakeholders.
- Student Leadership
 - 53% of students in grades 4th-6th stating that they either like or love this opportunity
 - 69% of our families stated that they find this opportunity effective or highly effective
 - 79% of our staff stated that they find this opportunity effective or highly effective
- 4th-6th grade "Walk Through..." Events
 - Students like these events, however, without experiencing them yet this school year, they had a difficult time measuring their likeability on the student survey.
 - 60% of families stated that they find this opportunity effective or highly effective
 - 78% of staff stated that they find this opportunity effective or highly effective
- Elective Wheel
 - 76% of families stated that they find this opportunity effective or highly effective
 - 61% of staff stated that they find this opportunity effective or highly effective
 - 89% of students stated that they like or love this event

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Student Jobs
 - Student group data (AA, ELL, SWD, and Tier 2 students) will be collected to provide quantitative data regarding this highly liked opportunity for students and its impact on student connectedness and misbehaviors.
 - Refinement regarding the purpose and expectations of the "employer" and "employee" could be refined. In addition, ensuring that students who need a connection to school are also selected for a job and not the students who already display responsibility skills, or have connections to the school through other pathways, and/or are well-liked amongst staff members.

- Drama is effective
- Student Leadership
 - Creating more opportunities for student leadership students to promote and support school wide activities on campus. For example, supporting family game night activities, helping PTO with PTO sponsored events, doing activities with the student body during recess and lunch recess.
- Overall, identifying 1) student groups, 2) students receiving additional Tier 2 support, or 3) students who do not feel connected to school and ensuring they feel engaged, connected, or feel as though adults care about them on this campus.
- Improving our student-to-student interactions and one's empathy to increase our CC Data regarding students caring about other students on campus. To do this, we will utilize SEL strategies focused on self-awareness, self-management social awareness, and positive relationships.
- Utilize reading buddies to help students make student-to-student connections and relationships (as well as support reading initiatives), to help student feel connected and cared for by one another.
- Changes/Refinement made to elective wheel offerings and logistics
- Creating and Communicating opportunities for families to engage in their student's learning journey.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:	ELAC:	Staff:
SSC approved actions and resources to meet site goals	We did not have an ELAC this year	Staff approved actions and resources to meet site goals.

Action 1 :

Student Engagement

Action Details:

- Student Jobs
 - Student group data (AA, ELL, SWD, and Tier 2 students) will be collected to provide quantitative data regarding this highly liked opportunity for students and its impact on student connectedness and misbehaviors.
 - Refinement regarding the purpose and expectations of the “employer” and “employee” could be refined. In addition, ensuring that students who need a connection to school are also selected for a job and not the students who already display responsibility skills, or have connections to the school through other pathways, and/or are well-liked amongst students and staff members.
- Drama
 - Continue offering our annual play performance to students interested
- Student Leadership
 - Creating more opportunities for student leadership students to promote and support school wide activities on campus. For example, supporting family game night activities, helping PTO with PTO sponsored events, doing activities with the student body during recess and lunch recess.
- Overall, identifying 1) student groups, 2) students receiving additional Tier 2 support, or 3) students who do not feel connected to school and ensuring they feel engaged, connected, or feel as though adults care about them on this campus who are not involved or do not feel connected.
- Improving our student-to-student interactions and one's empathy to increase our CC Data regarding students caring about other students on campus. To do this, we will utilize SEL strategies focused on self-awareness, self-management social awareness, and positive relationships.
- Utilize reading buddies to help students make student-to-student connections and relationships (as well as support reading initiatives), to help student feel connected and cared for by one another.
- Changes/Refinement made to elective wheel offerings and logistics

- Creating and Communicating opportunities for families to engage in their student’s learning journey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- We will utilize SEL strategies focused on self-awareness, self-management social awareness, and positive relationships.
- Utilize reading buddies to help students make student-to-student connections and relationships (as well as support reading initiatives), to help student feel connected and cared for by one another.
- Creating and Communicating opportunities for families to engage in their student’s learning journey.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- We will utilize SEL strategies focused on self-awareness, self-management social awareness, and positive relationships.
- Utilize reading buddies to help students make student-to-student connections and relationships (as well as support reading initiatives), to help student feel connected and cared for by one another.
- Creating and Communicating opportunities for families to engage in their student’s learning journey.

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☐

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- CCT create action plan to find specific areas of need and set a goal to improve
- measure progress as measured by Climate and Culture Fall and Spring Survey

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- measure progress as measured by Climate and Culture Fall and Spring Survey

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- measure progress as measured by Climate and Culture Fall and Spring Survey

2025-2026 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			Money will be used for Home/School communication and classroom visuals.	1,200.00

\$1,200.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		19.4 %	2023-2024	15 %
Suspension Rate	✓	1.77 %	3.9 %	2023-2024	1 %
Suspension Rate - (African American)	✓	5 %	13.2 %	2023-2024	5 %
Suspension Rate - (White)	✓		4.3 %	2023-2024	3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- According to Power BI's Chronic Absenteeism report, we have made progress in decreasing our chronic/severely chronic absenteeism, but we still have work to do.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Build family capacity and understanding on the importance of attendance.
- Have RCAs goal set with students who are potential chronically absent and conduct CICO interventions to provide support and progress monitor as needed.
- Continue to support SEL needs through RtI.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Reallocate the use of the RCA to address needs around suspensions and absenteeisms.
- Communication and education for families around attendance.

- TST - match needs of students to resources.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism

Not Implemented

- Action 1: Chronic Absenteeism-
 - Individual and school-wide interventions were implemented starting in January utilizing 1 of our RCAs
 - Students who improve their attendance are recognized by our OA and RCA
 - Students who improved their attendance were not recognized at quarterly awards for improved attendance.
 - RCA also supports student well-being through small group or 1:1 support to ensure students continue to feel connected and feel as though they belong at our school
 - Consistent communication regarding the importance of attendance and the impact it has on student achievement was done through monthly parent communication, at awards assemblies, in Coffee Chats, and through parent 1:1 communication with individual families as needed.
 - We also did incentives and class competitions to support with schoolwide attendance improvement.
 - Our ILT and CCT teams engaged in a book study with the book Help for Billy. This learning is helping us navigate the various ways (different from traditional views and actions) to support students.

Action 2: Suspensions per 100

Not Implemented

- Action 2: Suspensions-partially implemented
 - Starting in Q2 Students were selected to participate in SEL small group instruction during RtI time if they met criteria (multiple Level 1-3 misbehaviors, struggled with self-management, or struggled with social awareness/building or retaining relationships.
 - Class meetings to support SEL progress and growth were not emphasized, not monitored, and not guaranteed to be happening in every classroom.
 - Our ILT and CCT teams engaged in a book study with the book Help for Billy. This learning is helping us navigate the various ways (different from traditional views and actions) to support students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism

Partially Effective

- Action 1: Chronic Absenteeism
 - As of 2/28/25, we have an overall attendance rate of 93.6%
 - 80% of our families agree that a focus on attendance and access to learning is effective/highly effective
 - 74% of our staff agree that a focus on attendance and access to learning is effective/highly effective
 - Attendance data
 - 2024-2025 All student Data:
 - Good=47.1% (-9.4% from last year)
 - Manageable=31.9% (+9.6% from last year).

- Chronic=16.3% (-2.6% from last year)
- Severely Chronic=4.7% (+2.4% from last year)
- 2024-2025 by student groups:
 - AA: 29% Good; 33% Manageable; 26% Chronic; 12% Severely Chronic
 - ELLs: 47% Good; 19% Manageable; 29% Chronic; 5% Severely Chronic
 - SWDs: 47% Good; 24% Manageable; 21% Chronic; 9% Severely Chronic
- Chronic/Severely Chronic Data:
 - Total number of students: 112
 - Highest # by Ethnicity: 49, Hispanic, 13 AA, 12 White
 - 10 SWD
 - 7 English Learners
 - 2 Homeless/Foster Youth

Action 2: Suspensions per 100

Effective

- Action 2: Suspensions
 - As of 2/28/25, we have had 5 suspensions for the year (Q1: 1, Q2: 1, Q3: 3) (Down from 28 suspensions in the 2023-2024 school year)
 - By student groups: 1 AA, 2 Hispanic, 2 White
 - By gender: 4 male, 1 female
 - By SWD: 1
 - 41% of our families agree that utilizing resources to support students with SEL in small group instruction is effective/highly effective. It should be noted that 45% of families had no knowledge or experience with this and marked "N/A"
 - 52% of our staff agree that that utilizing resources to support students with SEL in small group instruction is effective/highly effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next School Year-Describe major changes that will be made to achieve this current goal.

- We will include a semester award for students who improve attendance from Q1 to Q2 and for Q3 to Q4.
- Create an incentive for improved attendance based on student survey data on what motivates them (donut party, pizza party, movie/popcorn party)
- Individual goal setting for students who are at risk of having chronic absenteeism, will be supported, collected and monitored by RCA, IS, and/or OA
- Creating school wide quarterly goals (by classroom) to promote attendance.
- Continue to build and strengthen our Tier 1 and Tier 2 supports for groups of students to improve behaviors and attendance.
- Families suggested the following: offering more clubs to support students feeling connected and a sense of belonging, offering structured activities to support strengthening social interaction skills
- Students also suggested the following: more activities at recess and do more inclusive and multi-cultural activities

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC approved actions and resources to meet goals

ELAC:

No ELAC this year.

Staff:

Staff approved actions and resources to meet goals.

Action 1 :

Chronic Absenteeism

Action Details:

- We will include a semester award for students who improve attendance from Q1 to Q2 and for Q3 to Q4.
- Create an incentive for improved attendance based on student survey data on what motivates them (donut party, pizza party, movie/popcorn party
- Individual goal setting for students who are at risk of having chronic absenteeism, will be supported, collected and monitored by RCA, IS, and/or OA
- Creating school wide quarterly goals (by classroom) to promote attendance.
- Continue to build and strengthen our Tier 1 and Tier 2 supports for groups of students to improve behaviors and attendance.
- Families suggested the following: offering more clubs to support students feeling connected and a sense of belonging, offering structured activities to support strengthening social interaction skills
- Students also suggested the following: more activities at recess and do more inclusive and multi-cultural activities

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- We will include a semester award for students who improve attendance from Q1 to Q2 and for Q3 to Q4.
- Create an incentive for improved attendance based on student survey data on what motivates them (donut party, pizza party, movie/popcorn party
- Individual goal setting for students who are at risk of having chronic absenteeism, will be supported, collected and monitored by RCA, IS, and/or OA
- Creating school wide quarterly goals (by classroom) to promote attendance.
- Continue to build and strengthen our Tier 1 and Tier 2 supports for groups of students to improve behaviors and attendance.
- Families suggested the following: offering more clubs to support students feeling connected and a sense of belonging, offering structured activities to support strengthening social interaction skills
- Students also suggested the following: more activities at recess and do more inclusive and multi-cultural activities

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- We will include a semester award for students who improve attendance from Q1 to Q2 and for Q3 to Q4.
- Create an incentive for improved attendance based on student survey data on what motivates them (donut party, pizza party, movie/popcorn party
- Individual goal setting for students who are at risk of having chronic absenteeism, will be supported, collected and monitored by RCA, IS, and/or OA
- Creating school wide quarterly goals (by classroom) to promote attendance.
- Continue to build and strengthen our Tier 1 and Tier 2 supports for groups of students to improve behaviors and attendance.
- Families suggested the following: offering more clubs to support students feeling connected and a sense of belonging, offering structured activities to support strengthening social interaction skills
- Students also suggested the following: more activities at recess and do more inclusive and multi-cultural activities

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☐

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Monthly attendance reports provided by OA
- RCA goal setting with students and CICO as needed to progress monitor

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increase and improvement in student attendance overall, and in identified student groups

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- increased attendance
- students feeling connected and have a sense of belonging at Malloch

2025-2026 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
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This Position is open for the 2025-26 school year due to Employee #1080548 resigning. / PERSACTHST – CHANGE: VR 1080548 - Saucedo,Monica: TERM 4/04	17,632.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position was filled by Madison Diaz. Employee #1063577.	18,169.00

\$35,801.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96 %	93.3 %	2024-2025	96 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Teachers are not feeling instructionally equipped to instruct small groups during RtI time. Teachers also are seeking understanding and support of utilizing CFAs to guide instruction and progress monitor.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- RtI is new to Malloch this year and with additional resources, RtI is also logistically different. It was a major change both logistically and instructionally this year.
- Lack of collaboration and effective communication in PLCs
- Lack of understanding progress monitoring and analyzing data to guide instruction.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- PL for small group instruction,
- PL for foundational skills for struggling readers
- PL for supporting students on the spectrum and students with learning disabilities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Teacher Retention

Not Implemented

- Action 1: Teacher Retention
 - Attempts were made to focus on adult SEL during PLs and staff monitored their own SEL competencies and skills
 - Attempts were made to extend beyond PLC work to celebrate our work and share best practices
 - Weekly opportunities to provide staff “shout outs” to celebrate teacher appreciation and support
 - Weekly updates were provided to ensure clarity and communication to all staff

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Teacher Retention

Ineffective

- Action 1: Teacher Retention
 - Based on CC staff data:
 - 84% responded favorably regarding adults seeming to enjoy being at work
 - 94% responded favorably stating that adults at this school model the SEL skills we expect from students (-3% from Spring 2024)
 - 94% responded favorably stating that we have a culture that provides staff with the following: recognition for the work we do (+10% from Spring 2024)
 - 91% responded favorably stating that the school embraces, values, and understands different races, ethnicities, and cultures (-3% from Spring 2024)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- PL for differentiation, Rtl, and small group instruction
- Team building activities to improve collaboration and communication amongst PLCs
- PL on progress monitoring and analyzing data to plan and deliver grade level instruction with supports as needed to meet the needs of all students.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC approved actions and resources to meet goals

ELAC:

We do not have an ELAC this year.

Staff:

Staff approved actions and resources to meet goals

Action 1 :

Teacher Efficacy

Action Details:

- PL for differentiation, Rtl, and small group instruction
- Team building activities to improve collaboration and communication amongst PLCs
- PL on progress monitoring and analyzing data to plan and deliver grade level instruction with supports as needed to meet the needs of all students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- PL for differentiation, Rtl, and small group instruction
- Team building activities to improve collaboration and communication amongst PLCs
- PL on progress monitoring and analyzing data to plan and deliver grade level instruction with supports as needed to meet the needs of all students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- PL for differentiation, Rtl, and small group instruction
- Team building activities to improve collaboration and communication amongst PLCs
- PL on progress monitoring and analyzing data to plan and deliver grade level instruction with supports as needed to meet the needs of all students.

Student Groups

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

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

African American (AA):

- Use a Teaching fellow and CT to support small group instruction and scaffolded instruction as needed
- use of a Tier 2 Speciliast and RCAs to support with SEL skill building, positive attendance, and feeling connected to the school.

Students with Disabilities (SWD):

- scaffolds as needed and suggested by AI team, IEP

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • provide feedback and survey to staff after receiving a PL	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • improved Tier 1 instructional practices using the High Quality instructional look fors	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • use EOY survey (or CC survey in Spring) to measure teacher/staff efficacy

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	97 %	88.5 %	2024-2025	92 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Based on CC Family Survey data, Families do not feel like they are a part of their child’s learning journey at school. The data reflects a 4% decrease from Fall to Spring Survey to an overall 85% responding favorably.
- Our Family Engagement domain shows 89% favorable exceeding the goal set for us next year. The new target goal is 92%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of communication with clarity of our purpose and outcome goal for designated events to bring families together
- Teacher communication regarding student progress is lacking.
- Many PTO events cost money, which may impact family involvement

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Use multiple modes of communication to ensure families are communicated with clarity.
- Build in content related activities to family events planned by PTO (Ex: Fall and Spring Family Game Nights)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

- Action 1: Family Engagement
 - PTO helped sponsor a Family Game Night to bring the community together.
 - Principal held two Parent Coffee Chats (one in October and one in March)
 - Parent/Teacher Conferences were held in October
 - We held our 1st annual Ruby Bridges Walk to School Day, and allowed families to join us.
 - We held Band, Strings, Choir concerts and Winter Programs for families to watch in-person or virtually through Teams.
 - PTO held a Movie Night, Sweetheart Breakfast, and Family Dance (at a cost) for families to come together.
 - During Read Across America Week, many of our guest speakers were our families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Ineffective

- Action 1: Family Engagement
 - Our activities have supported keeping a positive community and environment at Malloch.
 - 90% of our families and 79% of our staff find our school-home communication effective/very effective.
 - 87% of our families and 92% of our staff find our school social events (Carnival, Family Game Night, Folk Dance Performance, Family Dance, Sweetheart Breakfast, etc.) effective/very effective.
 - 90% of our families and 82% of our staff find our Family Monthly newsletter to be effective/very effective.
 - 80% of our families and 74% of our staff find our classroom/school volunteers to be effective/very effective.
 - 54% of our families and 43% of our staff find the Parent coffee chats effective/very effective.
 - 66% of our families and 69% of our staff find the support for families (community resources, attendance, and family well being) to be effective/very effective
 - Additionally, families appreciate the various events and various days/times to accommodate various schedules.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will utilize multiple modes of communication to ensure families receive communication about events and their student's academic progress
- We will collaboratively work alongside PTO to create intentional and purposeful events to help families feel like they are part of their child's educational journey. For example, we may offer literacy and math informational tables during the 2 Family Game Nights for families to engage with.
- We will have informational tables at Back-to-School night with information about Malloch and events happening throughout the school year. These informational tables may include: Malloch Sports, Attendance information, Elective Wheel, Student Jobs, Block M, PTO, etc.) so that parents can receive the information ahead of time and be informed.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC approved our goals and actions with related resources.

ELAC:

We did not have an ELAC this year

Staff:

Staff approved our goals and actions.

Action 1 :

Family Engagement

Action Details:

- We will utilize multiple modes of communication to ensure families receive communication about events and their student's academic progress
- We will collaboratively work alongside PTO to create intentional and purposeful events to help families feel like they are part of their child's educational journey. For example, we may offer literacy and math informational tables during the 2 Family Game Nights for families to engage with.
- We will have informational tables at Back-to-School night with information about Malloch and events happening throughout the school year. These informational tables may include: Malloch Sports, Attendance information, Elective Wheel, Student Jobs, Block M, PTO, etc.) so that parents can receive the information ahead of time and be informed.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- We will utilize multiple modes of communication to ensure families receive communication about events and their student's academic progress
- We will collaboratively work alongside PTO to create intentional and purposeful events to help families feel like they are part of their child's educational journey. For example, we may offer literacy and math informational tables during the 2 Family Game Nights for families to engage with.
- We will have informational tables at Back-to-School night with information about Malloch and events happening throughout the school year. These informational tables may include: Malloch Sports, Attendance information, Elective Wheel, Student Jobs, Block M, PTO, etc.) so that parents can receive the information ahead of time and be informed.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- We will utilize multiple modes of communication to ensure families receive communication about events and their student's academic progress
- We will collaboratively work alongside PTO to create intentional and purposeful events to help families feel like they are part of their child's educational journey. For example, we may offer literacy and math informational tables during the 2 Family Game Nights for families to engage with.
- We will have informational tables at Back-to-School night with information about Malloch and events happening throughout the school year. These informational tables may include: Malloch Sports, Attendance information, Elective Wheel, Student Jobs, Block M, PTO, etc.) so that parents can receive the information ahead of time and be informed.

Student Groups

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

African American (AA): Communication to share information regarding family engagement nights hosted by school or regional events.

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

African American (AA): continue to build supports and connectedness

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

African American (AA): planned engagement opportunities to support students and families feeling connected and engaged in their students' education.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- work collaboratively with CCT and PTO to ensure inclusiveness and connectedness in all school wide events

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- use CC Fall and Spring survey data to measure progress and growth

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- use CC Fall and Spring survey data to measure progress and growth

2025-2026 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 or Incentives*	1,076.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			9 Substitutes needed for Student Study Team Meetings.	2,207.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Security for Parent Events.	124.00

\$5,007.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0320 Malloch Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. **No Incentives or food**	553.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			(10 Teachers) X (4 days)= 40 substitute days will be given to each 3rd-6th grade teacher for planning. Teachers/Admin will determine planning days.	10,139.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			9 subs for ILT Planning - G1A2,3,4	2,250.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Set aside for STRS for CT in 7090-1110 \$6,816	14,414.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for student use. Move \$1,298 for STRS cost for CT for 7091-1110.	1,402.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts of 6 hours x 13 teachers. Split funded with 7090. *No IEPs or 504s*	1,126.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: One Teaching Fellow to work with students on Literacy.	15,512.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150	Certificated tutor to assist with literacy.	37,805.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract of 6 hours X 25 teachers.	3,984.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts of 6 hours x 13 teachers. Split funded with 3010.	3,166.00
G1A2	Sup & Conc	Other Pupil Services	Mat & Supp			: NTA Overage G1A2,3,4	200.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0600	Certificated tutor to assist with literacy.	7,201.00
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 computer-based math program. One-Year subscription.	4,800.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,023.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Money will be used for Home/School communication and classroom visuals.	1,200.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This Position is open for the 2025-26 school year due to Employee #1080548 resigning. / PERSACTHST – CHANGE: VR 1080548 - Saucedo,Monica: TERM 4/04	17,632.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position was filled by Madison Diaz. Employee #1063577.	18,169.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement. *No Food or Incentives*	1,076.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			9 Substitutes needed for Student Study Team Meetings.	2,207.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier	1,600.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Security for Parent Events.	124.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$32,103.00
Sup & Conc	7090	\$112,890.00
LCFF: EL	7091	\$10,626.00
Grand Total		\$155,619.00

\$155,619.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$113,611.00
G2 - Expand student-centered and real-world learning experiences	\$1,200.00
G3 - Increase student engagement in their school and community	\$35,801.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,007.00
Grand Total	\$155,619.00