Malloch Elementary

10621666006381

Principal's Name: Autumn Prestidge

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/ATSI Additional Targeted Support and Improvement

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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 - John Romero			X		
3. Mary Hollrah				X	
4. Keith Berry				X	
5. Brittany Cupps				X	
6. Ryan Peranick				X	
7. Lisa Telesco		X			
8. Kelly Stover		X			
9. William Whitney		X			
10. Dana Buel		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X 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**	Autumn Prestidge	3/18/26
SSC Chairperson	John Romero	Johnny Romero	3-15-26

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

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

FY 2026/27

Malloch - 0320

ON-SITE ALLOCATION

3010	Title I	$51,198	*
7090	LCFF Supplemental & Concentration	$145,536	
7091	LCFF for English Learners	$9,660	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$206,394**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,484
	Program Budget	$49,714
	Total Title I Allocation	$51,198

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

Malloch Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		4.5 %	2024-2025	**5.6 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		41.2 %	2024-2025	**42.3 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50 %	2025-2026	**51.1 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.9 %	2025-2026	**50 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.8 %	2025-2026	**47.9 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.9 %	2025-2026	**62 %** ↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		49.1 %	2025-2026	**50.2 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		56.9 %	2025-2026	**58 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		43.7 %	2025-2026	**44.8 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		33.9 %	2025-2026	**35 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		56.5 %	2025-2026	**57.6 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		35.7 %	2025-2026	**36.8 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	15 pts	2.1 pts	2024-2025	**17.1 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		48.8 %	2024-2025	**53.8 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	0 pts	-14.1 pts	2024-2025	**0.9 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		43.3 %	2024-2025	**48.3 %** ↑
Goal 2	Chronic Absenteeism - (African American)		48 %	2024-2025	**47.4 %** ↓

Goal 2	Chronic Absenteeism - (Hispanic)		22.4 %	2024-2025	**21.8 %**	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		31.3 %	2024-2025	**30.7 %**	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		30 %	2024-2025	**29.4 %**	↓
Goal 2	Chronic Absenteeism - (Two or More Races)		32.4 %	2024-2025	**31.8 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	15 %	15.9 %	2025-2026	**15.3 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92 %	94 %	2025-2026	**95.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	96 %	95 %	2025-2026	**96.1 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		87 %	2025-2026	**89 %**	↑
Goal 2	Suspension Rate (ALL) Semester 1	1 %	1.2 %	2025-2026	**0.87 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

- **ELA**
  - Inconsistent use of structured reading fluency routines and monitoring across classrooms is limiting our ability to provide coherent instruction and ensure all students develop essential fluency skills.
  - Students' limited vocabulary knowledge is hindering their ability to comprehend grade-level text, resulting in gaps in reading proficiency and overall academic performance.
  - Insufficient teacher training in foundational reading skills for grades 4^{th}-6^{th} is limiting teachers' ability to effectively support struggling readers withing Tier 1 instruction.
- **Math**
  - A lack of strong foundational number sense and fluency in grades K-6 is hindering their readiness for grade-level math instruction and impacting overall math proficiency.
- **Cross Content**
  - Our RtI structure is inconsistently implemented across classrooms, with irregular use of targeted small-group instruction, resulting in uneven academic support for students needing Tier 2 intervention.
  - Students are not demonstrating sufficient ownership of their learning and Tier 1 instruction often provides excessive scaffolding, limiting opportunities for students to develop independence and productive struggle.

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

- **ELA**
  - Reading Fluency
    - Teachers are seeking deeper clarity on students' current fluency levels and benefit from support in implementing consistent daily fluency practice aligned to grade-level expectations.
    - Additional training can strengthen teachers' understanding of effective fluency routines and how fluency supports comprehension, creating a need for ongoing professional learning.
  - Limited Vocabulary Skills
    - Tier 1 instruction presents an opportunity to increase the use of explicit vocabulary and morphology instruction (prefixes, roots, suffixes) to better support students in decoding and making meaning of complex text. This indicates a need for structured morphology routines schoolwide.
  - Insufficient Reading Foundational Skill training
    - Upper-grade teachers are ready to expand their knowledge of foundational reading practices to better address unfinished learning, highlighting a need for targeted professional development.
    - Primary teachers can enhance the consistent implementation of foundational skill strategies from prior trainings, demonstrating a need for continued coaching and support in Tier 1 and Tier 2 instruction to ensure early literacy success.
- **Math**
  - Teachers are working toward more consistent implementation of daily math routines (e.g., counting collections, number talks), revealing a need for structured support and shared expectations.
  - There is an opportunity to enhance the use of manipulatives and visual models to deepen conceptual understanding, indicating a need for aligned instructional practices across grade levels.
  - Teachers are transitioning from quick "tricks" to conceptually grounded strategies, demonstrating a need for stronger foundational math pedagogy and professional learning.
- **Cross Content**
  - RtI Structure
    - Teachers are working on aligning their schedules and instructional routines with the schoolwide RtI plan, showing the need for clearer systems and structures to support full implementation.
    - There is an opportunity to strengthen the separation between Tier 1 instruction and intervention time, indicating a need for clarity in purpose and expectations for RtI blocks.
    - Teachers are refining how they form and target Tier 2 groups, demonstrating the need for ongoing coaching in data-driven and skill-specific intervention planning.
  - Student Ownership
    - Teachers are exploring ways to balance scaffolding with opportunities for students to engage independently, revealing a need for strategies that promote productive struggle and autonomy.
    - Many teachers are seeking ways to increase student engagement and motivation, highlighting the need for structures that support student goal-setting, choice, and agency in learning.

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.

- **ELA**
  - Reading Fluency
    - Teacher training to provide a purpose, structure/routines, and how to progress monitor to build understanding for better and a more consistent schoolwide implementation of reading fluency and its support of reading comprehension.
    - Resources may include a schoolwide fluency routine menu with look-fors by grade level/band, timer tools, and recording sheets, prosody rubrics, and student-friendly goal sheets
    - Protected 15 minutes daily for fluency routines in every classroom determined by grade level teams.
  - Limited Vocabulary Skills
    - Professional learning on morphology (prefixes, roots/baes, suffixes) and high-utility academic vocabulary instructional practices and how to integrate morphology into read-alouds, context texts, and writing.
    - Resources may include a scope and sequence for morphology by grade level (K-3rd and 4th-6th), word part charts, and anchor visuals for student reference.
    - Dedicated 10-15 minutes for morphology/vocabulary instruction within Tier 1 instruction.
  - Insufficient Reading Foundational Skill training
    - Targeted training for 4th-6th grade teachers on diagnosing and addressing gaps in phonics, multisyllabic decoding, and fluency within Tier 1 (syllable types, spelling patterns, etc.).
    - Support with targeted instruction for small groups during RtI that may include lesson planning, materials, and modeling of small group instruction.

- **Math**
  - Organization of manipulatives for easy access and frequent student use
  - PL on Counting collections and how to effectively implement
  - PL on Math progression across grade levels to better understand each grade level's specific focus of skills and concepts to master.
  - Fluency data to progress monitor and support students who lack foundational and fluency skills
- **Cross Content**
  - RtI Structure
    - Continued professional learning on the 1) MTSS framework, 2) defining Tier 1 vs Tier 2, 3) student grouping by skill needs, 4) lesson planning short cycle plans (4-6 weeks), and 5) intervention fidelity and schoolwide expectations.
    - Resources for support may include intervention menus with aligned progress monitoring tools, small group rosters, RtI plan templates, MTSS process, and student documentation, and walkthrough look-fors
    - Quarterly Data chats with admin and individual teachers to analyze data, regroup students, and select targeted interventions and identify any additional needs or supports of teachers or grade level teams.
  - Student Ownership
    - Professional learning on gradual release, cognitive demand, and lesson alignment with embedding productive struggle and prepared scaffolds (just in time vs just in case)
    - Continued collaborative work on students identifying what they are learning (Learning intentions) and how they know they are successful (success criteria) with teachers using a variety of strategies, engagement tools, visuals, and resources to ensure students know the Learning Intentions and Success Criteria
    - Identified walkthrough look fors for student talk, academic discours, and student independence.
    - Intentionally and purposefully use support staff for supporting students in small group instruction as opposed to assigned to various classroom with little to know purpose of intention.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Early Literacy

Fully Implemented

- OG was used in all Kindergarten classes and some 1st and 2nd grade classes.
- Heggerty was introduced and implemented in most 1st and 2nd grade classes for whole class and small group instruction.
- RtI Intervention was offered for students struggling with reading foundational skills. Students were either pulled out during designated RtI time to receive support by our Academic Intervention team (consisting of our CT, Tchg Fellow, and ELF who are led by our Academic Coach) or received support by the classroom teacher during the same designated RtI time. Data was analyzed each quarter to make adjustments to student groups and supports as needed.
- Classroom observations were conducted to ensure fidelity of supporting students during designated RtI time and that Tier 1 instruction was aligned to grade level rigor and meeting the needs and expectations of reading foundational skills and standards.
- PLCs were provided quarterly planning days to analyze data and plan instruction. The academic coach supported during these planning days and teachers were asked to complete data sheets, prediction sheets, and reflection documents that highlighted what their action plan(s) were to show student academic growth for the upcoming quarter.
- Optional Coaching opportunities were offered by our academic coach for a variety of instructional supports. Some of the opportunities included: PLC support as requested and determined by PLC needs, Fluency PL, co-teaching and modeling of skills in classrooms, Writing PL utilizing Writing Revolution. All grades levels participated in one or more of the opportunities offered.
- Reading Fluency for 15 minutes daily was expected daily schoolwide to support students practicing reading skills.

Literacy Intervention

Fully Implemented

- An attempt to focus on Claims and Targets was made at the beginning of the school year for our CFAs and instruction. The main focus was to provide grade level instruction and assessment to provide data that would help in identifying students' abilities (strengths) and areas of need (further instruction).
- RtI Intervention was offered for students struggling with reading foundational skills. Students were either pulled out during designated RtI time to receive support by our Academic Intervention team (consisting of our CT, Tchg Fellow, and ELF who are led by our Academic Coach)or received support by the classroom teacher during the same designated RtI time. Data was analyzed each quarter to make adjustments to student groups and supports as needed.
- Classroom observations were conducted to ensure fidelity of supporting students during designated RtI time and that Tier 1 instruction was aligned to grade level rigor and meeting the needs and expectations of reading foundational skills and standards. Feedback to teachers was provided immediately using Microsoft Forms and Power Automate.
- Optional Coaching opportunities were offered by our academic coach for a variety of instructional supports. Some of the opportunities included: PLC support as requested and determined by PLC needs, Fluency PL, co-teaching and modeling of skills in classrooms, Writing PL utilizing Writing Revolution. All grades levels participated in one or more of the opportunities offered.
- PLCs were provided quarterly planning days to analyze data and plan instruction. The academic coach supported during these planning days and teachers were asked to complete data sheets, prediction sheets, and reflection documents that highlighted what their action plan(s) were to show student academic growth for the upcoming quarter.
- Reading Fluency for 15 minutes daily was expected daily schoolwide to support students practicing reading skills.
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Writing

Fully Implemented

- Schoolwide Writing CFAs for 1^{st}-6^{th} grade were created using the text Writing Revolution. This implementation was intended to target specific writing components and support writing lesson planning, analyzing student samples, and determining next steps.
- Designated writing time was provided to all students in grades 1^{st}-6^{th} to focus on mechanics, format and specific writing skills.

Math

Partially Implemented

- We used the district's Quarterly Fluency assessments in Grades 1^{st}-6^{th} These assessments were given and discussed within grade levels.
- In 2^{nd} and 3^{rd} grade we used timed assessments to measure students' math fluency in knowing their addition/subtraction facts 0-20 (in 2^{nd} grade) and their multiplication facts (in 3^{rd} grade).
- We purchased NextGen to provide assessments and student practice for students in 1^{st}-6^{th}
- We purchased Reflex Math to provide practice to students for mastery of basic math facts and skills.
- Support from our Academic Coach was provided to our teachers with modeling of math instructional strategies in the classrooms and support with planning instruction in PLCs or with individual teachers.
- Classroom observations were conducted to ensure grade level rigor was being provided and student engagement and ownership was evident during math instruction. Feedback was provided immediately using Microsoft Forms and Power Automate.

Student Engagement

Fully Implemented

- We have continued to offer students in 2^{nd}-6^{th} grade the opportunity to hold a student job on campus. Various staff members sign up to be an employer and the materials for this is funded by our PTO.
- Students in 1^{st}-6^{th} grade participate in Elective Wheel courses to introduce students to topics and interests they may otherwise not have the opportunity to engage in. The materials for this are funded by our PTO.
- Student Leadership and Student Council is offered to 3^{rd}-6^{th} grade students. Student officers are 5^{th} or 6^{th} graders and class representatives are 3^{rd}-6^{th}
- Students have the opportunity to try out and participate in the district's school sports.

- Students have the opportunity to try out and participate in our school's annual drama play.
- Students have the opportunity to participate in Battle of the Books
- Students in grades 4th-6th participate 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."
- Our school participated in the American Heart Association challenge to bring awareness to heart health and overall physical and mental health.
- Students have the opportunity to earn our Block M award by engaging in activities to promote the "whole child" in mind, body, and spirit.
- Students have the opportunity to participate in Malloch's Spelling Bee with an opportunity to participate in Fresno Unified's Spelling Bee.

Chronic Absenteeism

Partially Implemented

- In the family monthly newsletters, Principal included attendance data by grade level and reminders of things that impact attendance were included.
- With a high rate of families who travel and ask for independent study contracts, we ensured that families knew the process to request these in a timely manner to ensure students could still receive attendance credit through an independent study contract. Some of our families were unaware of this, and absences were uncleared or went unexcused.
- Once we were able to hire our 2 RCAs and they started in October, we tasked 1 RCA to support our OA with monitoring Attendance. Our attendance team, who consisted of our VP, OA, and RCA began creating an action plan to support our chronically absent students. We began having our RCA meet with the students who were identified as chronically absent, goal set with them, and created monthly challenges and incentives to help them improve their attendance.
- Since January 2026, Malloch has implemented a targeted positive attendance reward system to reduce the number of extremely chronic, severely chronic, and moderately chronic students. Students in these categories receive monthly incentives based on their attendance. For example, students who achieve 98%–100% attendance for the month earn the highest-level reward, while those with 95%–97% attendance receive a slightly smaller prize. Additional tiers continue accordingly. This same practice will be continued for the 2026-27 school year.
- When we hired our RCAs, our OA and RCA were able to start making home visits together at the end of October.

Teacher Efficacy

Fully Implemented

- PL throughout the year was provided on the following topics: 1) Tier 1 vs Tier 2 instruction, 2) Reading Fluency structures, routines, and resources, 3) MTSS and small group instruction, 4) Backwards mapping, 5) High Quality Instructional practices, and 6) Learning Intentions and Success Criteria strategies
- PLC support was provided throughout the year to support data analysis and instructional planning to support student learning
- Optional Coaching opportunities were offered by our academic coach for a variety of instructional supports. Some of the opportunities included: PLC support as requested and determined by PLC needs, Fluency PL, co-teaching and modeling of skills in classrooms, Writing PL utilizing Writing Revolution. All grade levels participated in one or more of the opportunities offered.
- Classroom observations were conducted to ensure grade level rigor was being provided and student engagement and ownership was evident during math instruction. Feedback was provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Fully Implemented

- Our PTO manages many of our family engagement activities. These activities include Family Game Night (September/March), School Carnival (October), Jog-A-Thon (November), Family Movie Night and Ornament Making (December), Family Bingo Night (January), Sweetheart Breakfast (February), Malloch Mixer (March), Bike Rodeo (May). In addition to monthly dine out nights at local businesses, monthly PTO meetings to keep the families and community informed with the activities going on at Malloch and always seeking feedback for suggestions and improvement through emails and Parent Square communications.

- In addition to our supportive PTO, our staff also engages the families by offering
    - Literacy and Math Nights (in conjunction with Family Game Nights (September/March),
    - regional events,
    - parent coffee chats,
    - classroom and school volunteer opportunities
    - Cultural events such as an Ofrenda (October), Ruby Bridges Walk to School (November 14th), Cultural Week (week before Thanksgiving Break), Missing Man table (in honor of Veteran's Day), Black History Month, Autism Awareness Month, Bike Rodeo (May)
    - Winter Performances (December), Band/Strings/Choir Winter and Spring Performance (December/April), School Talent Show (June), School Play performances (April), Semester Sports Awards ceremonies, Quarterly Academic Awards Ceremonies
    - Volunteer Appreciation Breakfast (April)
- In addition to activities to build a strong community, our staff also values communication and partnership to support students' academic achievement and success. This is done with frequent communication regarding student support being offered (academic and/or SEL intervention), including progress monitoring data. Our teachers also send weekly communication/newsletters to families via ParentSquare or email about what is being taught in the classroom and how families can support.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Early Literacy

Effective

- The inconsistent use of OG and/or reading foundational skill instructional skills and/or strategies collectively in K-2 showed in our data. The teachers who used it showed growth in their classroom and the teachers who did not have a solid instructional structure of teaching foundational skills showed little improvement in the first semester.
- 22 teachers took the optional coaching opportunities offered by our academic coach.
- Based on 2025 D2 iReady Data,
    - 50% of our 1st graders met 40% or more of their stretch growth and 48% of them are on/above grade level.
        - 1 of 3 (33%) ELLs met stretch growth and 0% are on/above grade level
        - 3 of 5 (60%) AA met stretch growth 2 of 5 (40%) are on/above grade level
        - 20 of 35 (57%) Hispanic met stretch growth and 17 of 35 (48%) are on/above grade level
        - 10 of 20 (50%) White met their stretch growth and 8 of 20 (40%) are on/above grade level.
        - 1 of 2 (50%) SWD (DIS) met their stretch growth and 1 of 2 (50%) is on/above grade level.
    - 40 of 75 (53%) of 2nd graders met 40% or more of their stretch growth and 21 of 75 (28%) of them are on/above grade level.
        - 2 of 4 (50%) ELLs met stretch growth and 1 of 4 (25%) are on/above grade level
        - 1 of 2 (50%) AA met stretch growth and are on/above grade level
        - 22 of 42 (52%) Hispanic met stretch growth and 10 of 42 (24%) are on/above grade level
        - 13 of 23 (57%) White met stretch growth and 7 of 23 (30%) are on/above grade level
        - 1 of 3 (33%) SWD met stretch growth and 0% are on/above grade level.

- Reading Fluency Data
  - 1st Grade:
    - Qtr 1 Average: 48 WPM
    - 2 Average: 60 WPM
  - 2nd Grade:
    - 1 Average: 63 WPM
    - 2 Average: 87 WPM
- Our Academic Intervention team has supported a total of 38 K-2 students in the first 3 quarters so far this school year.
  - Kindergarten: 7 students (3 students (starting in January 2026), 4 students (starting in March 2026)
  - 1st grade: 14 students
  - 2nd grade: 17 students

Literacy Intervention

Effective

- Based on 1st semester data, schoolwide we have 24 of 53 students (45%) of our students on track to meet the district's Literacy Intervention goal.
  - 3rd grade: 8 of 13 students (62%)
  - 4th grade: 2 of 7 students (29%)
  - 5th grade: 7 of 18 students (39%)
  - 6th grade: 7 of 15 students (47%)

- Based on 2025 D2 iReady Data,
  - 116 of 228 (51%) of 3rd-6th graders met 40% or more of their stretch growth and 76 of 228 (33%) of them are on/above grade level.
    - 2 of 8 (25%) ELLs met stretch growth and 0% are on/above grade level.
    - 9 of 22 (41%) AA met stretch growth and 2 of 22 (9%) are on/above grade level
    - 52 of 108 (48%) Hispanic met stretch growth and 31 of 108 (29%) are on/above grade level
    - 43 of 73 (59%) White met stretch growth and 36 of 73 (49%) are on/above grade level
    - 11 of 23 (48%) SWD met stretch growth and 2 of 23 (9%) are on/above grade level.
  - 33 of 64 (52%) of 3rd graders met 40% or more of their stretch growth and 27 of 64 (42%) of them are on/above grade level.
    - 0 ELLs in 3rd grade
    - 3 of 4 (75%) AA met stretch growth and 1 of 4 (25%) are on/above grade level
    - 13 of 28 (46%) Hispanic met stretch growth and 9 of 28 (32%) are on/above grade level
    - 14 of 22 (63%) White met stretch growth and 13 of 22 (59%) are on/above grade level
    - 3 of 4 (75%) SWD met stretch growth and 2 of 4 (50%) are on/above grade level.
  - 25 of 57 (44%) of 4th graders met 40% or more of their stretch growth and 16 of 57 (28%) of them are on/above grade level.
    - 1 of 2 (50%) ELLs met stretch growth and 0% are on/above grade level.
    - 1 of 6 (17%) AA met stretch growth and 0% are on/above grade level
    - 9 of 25 (36%) Hispanic met stretch growth and 7 of 25 (28%) are on/above grade level
    - 14 of 23 (61%) White met stretch growth and 9 of 23 (39%) are on/above grade level
    - 2 of 5 (40%) SWD met stretch growth and 0% are on/above grade level.
  - 24 of 50 (48%) of 5th graders met 40% or more of their stretch growth and 9 of 50 (18%) of them are on/above grade level.
    - 1 of 5 (20%) ELLs met stretch growth and 0% are on/above grade level.
    - 1 of 3 (33%) AA met stretch growth and 0% are on/above grade level
    - 14 of 30 (47%) Hispanic met stretch growth and 5 of 30 (17%) are on/above grade level
    - 5 of 10 (50%) White met stretch growth and 3 of 10 (30%) are on/above grade level
    - 4 of 9 (44%) SWD met stretch growth and 0% are on/above grade level.
  - 34 of 57 (60%) of 6th graders met 40% or more of their stretch growth and 18 of 57 (32%) of them are on/above grade level.
    - 0 of 1 (0%) ELLs met stretch growth and 0% are on/above grade level.
    - 4 of 9 (44%) AA met stretch growth and 1 of 9 (11%) are on/above grade level
    - 16 of 25 (64%) Hispanic met stretch growth and 10 of 25 (40%) are on/above grade level
    - 10 of 18 (56%) White met stretch growth and 11 of 18 (61%) are on/above grade level
    - 2 of 5 (40%) SWD met stretch growth and 0% are on/above grade level.

- Reading Fluency Data
  - 3rd Grade
    - Qtr 1 Average: 97 WPM
    - 2 Average: 127 WPM
  - 4th Grade:
    - 1 Average: 107 WPM
    - 2 Average: 121 WPM
  - 5th Grade:
    - 1 Average: 105 WPM
    - 2 Average: 118 WPM
  - 6th Grade:
    - 1 Average: 104 WPM
    - 2 Average: 136 WPM
- Our Academic Team made refinements from last year's learning and uses a screener to identify specific skills students need to close foundational reading skill gaps and use 4-6 weeks (a full quarter) to target those skills.
- Our Academic Intervention team has supported a total of 43 3rd-6th grade students in the first 3 quarters so far this school year.
  - 3rd grade: 12 students
  - 4th grade: 12 students
  - 5th grade: 10 students
  - 6th grade: 9 students
- Small group instruction done by classroom teachers during RtI time was inconsistent schoolwide and not done to fidelity. However, the teachers who are doing it consistently, with intentionality and targeted instruction, saw the most growth in their student performance.

Writing

Effective

- 2 CFAs in grades 1st-6th were done with the same CFA across grade levels.
- Designated writing time was not done consistently across classrooms schoolwide.
- Grade levels really focused on ensuring students could produce a writing plan and write coherent sentences or an organized and cohesive
- Data was scored and analyzed by PLCs as a CFA and not formally collected. This writing focus was done this year in preparation for the district's writing goal and assessment that will be implemented next year.

Math

Effective

- Based on 2025 D2 i-Ready Data,
  - 36 of 65 (55%) of our 1st graders met 40% or more of their stretch growth and 20 of 65 (30%) of them are on/above grade level.
    - 1 of 3 (33%) ELLs met stretch growth and 0% are on/above grade level
    - 1 of 5 (20%) AA met stretch growth 0 of 5 (0%) are on/above grade level
    - 19 of 34 (57%) Hispanic met stretch growth and 17 of 34 (23%) are on/above grade level
    - 10 of 22 (59%) White met their stretch growth and 8 of 22 (40%) are on/above grade level.
    - 0 of 2 (0%) SWD (DIS) met their stretch growth and 1 of 2 (50%) is on/above grade level.
    - 0 of 2 (0%) SWD met stretch growth and 1 of 2 (50%) are on/above grade level.
  - 32 of 78 (41%) of 2nd graders met 40% or more of their stretch growth and 21 of 75 (28%) of them are on/above grade level.
    - 1 of 4 (25%) ELLs met stretch growth and 1 of 4 (25%) are on/above grade level
    - 1 of 2 (50%) AA met stretch growth and 1 of 4 (25%) are on/above grade level
    - 15 of 44 (34%) Hispanic met stretch growth and 7 of 44 (15%) are on/above grade level
    - 13 of 23 (57%) White met stretch growth and 11 of 23 (47%) are on/above grade level
    - 2 of 2 (100%) SWD met stretch growth and 1 out of 2 (50%) are on/above grade level.
  - 36 of 68 (52%) of 3rd graders met 40% or more of their stretch growth and 20 of 68 (29%) of them are on/above grade level.
    - No ELL in 3rd Grade
    - 2 of 4 (50%) AA met stretch growth and 1 of 4 (25%) are on/above grade level
    - 12 of 29 (41%) Hispanic met stretch growth and 7 of 29 (24%) are on/above grade level
    - 17 of 24 (70%) White met stretch growth and 8 of 24 (33%) are on/above grade level
    - 1 of 4 (25%) SWD met stretch growth and 2 out of 4 (50%) are on/above grade level.
  - 32 of 61 (39%) of 4th graders met 40% or more of their stretch growth and 27 of 61 (44%) of them are on/above grade level.
    - 0 of 2 (0%) ELLs met stretch growth and 1 of 2 (50%) are on/above grade level
    - 1 of 2 (50%) AA met stretch growth and 1 of 2 (50%) are on/above grade level
    - 11 of 26 (42%) Hispanic met stretch growth and 7 of 26 (34%) are on/above grade level
    - 8 of 24 (33%) White met stretch growth and 16 of 24 (66%) are on/above grade level
    - 3 of 5 (60%) SWD met stretch growth and 1 out of 5 (20%) are on/above grade level.
  - 13 of 51 (25%) of 5th graders met 40% or more of their stretch growth and 15 of 51 (29%) of them are on/above grade level.
    - 1 of 6 (16%) ELLs met stretch growth and 0 of 6 (0%) are on/above grade level
    - 1 of 3 (33%) AA met stretch growth and 0 of 3 (0%) are on/above grade level
    - 6 of 30 (20%) Hispanic met stretch growth and 8 of 30 (26%) are on/above grade level
    - 5 of 10 (50%) White met stretch growth and 5 of 10 (50%) are on/above grade level
    - 2 of 9 (22%) SWD met stretch growth and 0 of 0 (0%) are on/above grade level.
  - 32 of 58 (55%) of 6th graders met 40% or more of their stretch growth and 28 of 58 (48%) of them are on/above grade level.
    - 1 of 2 (50%) ELLs met stretch growth and 0 of 2 (0%) are on/above grade level
    - 7 of 9 (77%) AA met stretch growth and 1 of 9 (11%) are on/above grade level
    - 12 of 24 (50%) Hispanic met stretch growth and 12 of 24 (50%) are on/above grade level
    - 9 of 15 (60%) White met stretch growth and 15 of 15 (100%) are on/above grade level
    - 4 of 5 (100%) SWD met stretch growth and 0 out of 5 (0%) are on/above grade level.

Student Engagement

Effective

- Students in grades 1st-6th engaged in 4 different elective wheel options. We accomplished this by doing 4 different sessions that were each 4 weeks long. Two sessions each semester.
- Student jobs were held by 157 of 301 (52%) students in grades 2nd-6th in the 1st
- 90 students participated in district sports (volleyball, CoEd football, Boys Soccer, girls soccer, boys basketball, girls basketball, etc) Note: Districts sports are limited to mostly our 5th and 6th graders, so the data below only represents our 5th and 6th grade populations.
    - 2 of our 20 (10%) English Learner students participated
    - 9 of our 12 (75%) AA students participated
    - 35 of our 54 (65%) Hispanic students participated
    - 28 of our 28 (100%) White students participated
    - XX of our XX SWD students participated.
- Student Council is offered to 3rd-6th grade students. Student officers are 5th or 6th graders and class representatives are 3rd-6th There is only 1 class representative for each class in each grade level. There are a total of 25 student council members.
    - XX of these students are ELLs
    - 1 of these students are AA.
    - 1 of these students are Asian
    - 8 of these students are Hispanic
    - 15 of these students are White
    - XX of these students are SWD
- Students can try out and participate in our school's annual drama play. 3rd-6th graders can try out to participate. This year there are a total of 36 participants.
    - XX of these students are ELLs
    - 1 (2%) student is AA
    - 14 (39) students are Hispanic
    - 21 (58%) students are White
    - XX of these students are SWD
- Students in grades 4th-6th participate 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."
- Our school participated in the American Heart Association challenge to bring awareness to heart health and overall physical and mental health.
- Students can earn our Block M award by engaging in activities to promote the "whole child" in mind, body, and spirit. 19 students earned this award in the 1st
    - XX of these students are ELLs
    - 0 students are AA
    - 3 students are Hispanic
    - 14 students are White
    - 1 student is Multiracial
    - 1 student is Pacific Islander
    - XX of these students are SWD
-

Chronic Absenteeism

Effective

- From August 2025 to February 2026, our school had 42 independent study contracts processed. These contracts accounted for a total of 149 days for our students collectively.
- We had our first Attendance challenge in January 2026 and 33 students improved their attendance in the month. We did learn that this first group of students had more issues with tardies and lates and not full absences, so refinement of their self-monitoring and goals were discussed for future monthly challenges.
- Since January 2026, the Malloch team (Attendance Clerk, RCA, and Vice Principal) have been working on a method of improving student attendance. As mentioned in the implementation section, incentives were used with this goal in mind.
    - 64% of *severely or moderately chronic* students improved their attendance from December to January.
    - Of the 64% of students demonstrated improvement in attendance, they had an average attendance growth of 20%.
- Using EveryDay Pro, in the Moderately Chronic section, when removing one student from the overall dataset, the rate of decline drops significantly—from 13% to just 6%, indicating that most students maintained or improved their attendance under the new incentive model.

Teacher Efficacy

Effective

- 92.9% of teachers find the planning days with their PLC Effective/Very Effective
- 64.3% of teachers find the RtI Personnel and Materials Effective/Very Effective
- 50% of teachers find the use of Teaching Fellows to strengthen student literacy skills Effective/Very Effective
- 61.4% of teachers find CFAs to progress monitor student achievement Effective/Very Effective

Family Engagement

Effective

- 64.3% of teachers find Elective Wheel to be Effective/Very Effective
- 78.6% of teachers find Student Jobs to be Effective/Very Effective
- 78.6% of teachers find the Annual Play to be Effective/Very Effective
- 85.8% of teachers find Student Leadership/Student Council to be Effective/Very Effective
- A range of 60-70% of teachers find Red Ribbon Week, Kindness Week, Black History Month, Autism Awareness Month, and our End of Year Talent show to be Effective/Very 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.

- We will heavily focus on Early Literacy and foundational skills in 1st and 2nd grade ensuring that there are clear structures and routines in daily Tier 1 instruction and support provided during intervention for students who are struggling.
- We will continue to strengthen good first instruction at all grade levels with a better understanding of grade level standards, backwards mapping of instruction, deconstruction of standards into learning intentions and success criteria, and ensuring lesson alignment and rigor (in ELA, Writing, and Math)
- We will improve our data analysis skills and identify best practices and resources to progress monitor student achievement in (ELA, writing and math), chronic absenteeism, and teacher efficacy that corresponds to the District's goals.
- We will revisit our Assessment Inventory to determine if changes, refinements or additions need to be made.
- We will utilize the use of DESSA to identify and progress monitor students who need SEL supports and intervention at the Tier 1 and Tier 2 levels.
- We will create a detailed action plan to support Chronic Absenteeism that includes support to students, families, and teachers. We will utilize resources provided by EveryDay Pro and district departments.

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 had no questions, comments, or concerns.

ELAC:

ELAC had no questions, comments, or concerns.

Staff:

- Teachers suggested/asked for small group reading activities/resources to help support gaps through iReady data
- Teachers asked for support with writing and what it looks like on SBAC and how we can improve student writing
- A couple teachers asked for the purchase of Brain Pop or Brain Pop Jr.
- Some teachers believed that Next Gen and Reflex/FRAX are effective, however, wondered if students are using them frequently enough to justify the cost.
- TK/K teachers would like additional support at beginning of the year with baseline assessments.
- Bringing back career day would be great!
- Elective Wheel in 4-week sessions seemed less effective. Revisiting this for next year is suggested.
- School spirit assemblies to encourage school pride and community.
- Having a cultural night would be a great way to end cultural week and include the families and community. Bring more autism awareness during Autism awareness month.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Plan (Early Literacy & Literacy Intervention)

Action Details

Early Literacy

Malloch Elementary will continue to focus on implementing a multi-tiered system of support to improve ELA/Literacy Instruction.

Direct Instructional Services

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

Tier 1:

- Classroom materials and supplies will be purchased to support literacy in all subject areas such as notebooks, graphics, chart paper, phonics cards, photocopies, whiteboards, texts, and consumables (markers, dry erase markers, crayons, paper, etc)
- Daily Reading Fluency for 15 minutes will be provided to all students in grades 1st-6th grade
- Dedicated instructional time to strengthen student vocabulary skills.
- Focus on good first instruction with clear lesson alignment, learning objective(s), and identified success criteria.
- 1st-2nd grade will have a dedicated focus of instructional time to reading foundational skills to ensure students are reading at appropriate levels.

Tier 2:

- Certificated Tutor to support small group (pull out) Tier 2 instruction
- ELF Teaching Fellow to support small group (pull out) Tier 2 instruction
- Classroom teacher to support small group (in class) Tier 2 instruction
- Individual student work time for students to complete iReady My Path lessons at their level
- Teacher makes referral to TST for support after Tier 1 supports have been attempted and documented.

Tier 3:

- Student referral for SST as needed to determine Tier 3 intervention supports
- Academic support will be provided to RSP teacher and/or aide(s) with push in and pull out supports for identified 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.

- **Designated ELD** will be done weekly (on Fridays) with our Teaching Fellow and students will be grouped based on their area of need in either Listening, Speaking, Reading, and/or Writing. Student data will be assessed quarterly and changes in groups and needs will be made. Our Teaching Fellow will collect data and progress monitor under the support and guidance of our Academic Coach.
    - **Beginning and Emerging** students will focus on: academic vocabulary and listening and speaking skills
    - **Developing and Well-Developed** students will focus on: complex sentence structures, academic writing, discourse skills
- RtI time will include specific small group time for ELs Monday-Thursday as part of **designated and/or integrated ELD time** based on the lesson and structure of the teacher's plans.
- Student reclassification progress will be incentivized as students advance from one ELPI level to the next, based on the English Learner Progress Indicator (ELPI).
- Students will participate in goal setting based on their current ELPI level. The school will support growth through ELPI's expanded levels, which include Level 1; Level 2 (Low/High); Level 3 (Low/High); and Level 4 (proficiency level used for maintaining/meeting redesignation criteria). Our Teacher Fellow will progress monitor this with support from our Academic Coach.
- **Newcomer Support** will be provided by EL services. Our VP and/or Academic Coach will notify the EL Department of any newcomers to request support and also begin provided designated and integrated services to student.
- For **Beginning and Emerging** Students:
    - Visual scaffolds will be provided during instruction to support language development
    - Explicit instruction in phonics, basic vocabulary, and oral language structures will be provided
    - Peer language buddies will be provided as needed
    - Structured oral practice opportunities will be provided throughout the instructional day during all content areas
    - Writing scaffolds (paragraph frames and/or graphic organizers) will be provided to support language and written development
    - Small group instruction targeting reading fluency and comprehension skills will be provided
- For **Developing and Well-Developed** Students:
    - Focus on discipline specific vocabulary
    - Opportunities for leading collaborative discussions
    - Debate and presentation opportunities
    - Offering of enrichment opportunities and activities
- For **LTEL** students:
    - Instructional focus on: complex grammar, academic writing, and text analysis and comprehension
    - Goal setting conferences with students regarding iReady, SBAC (if applicable), and ELPAC
    - Progress monitoring and mentoring to increase academic engagement
- For **RFEP** students:
    - Progress monitoring to ensure students are maintaining academic success
    - Academic support if grades are declining or learning is not progressing

Student Groups

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

African American (AA):

- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

Students with Disabilities (SWD):

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom
-

English Learner (EL):

- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

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

English Learner (EL):

- Use of a Teaching Fellow (ELF) to provide designated ELD to support language development
- Use of ELPAC assessors to administer ELPAC assessment in the Spring
- Use of CT to provide literacy intervention as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.
-

African American (AA):

- Use of CT to provide Literacy Intervention as needed
- Use of a Teaching Fellow (ELF) to provide Literacy Intervention as needed
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan

- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

Students with Disabilities (SWD):

- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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

English Learner (EL):

- PL and resources will be given to teachers to ensure effective strategies and support are provided to increase students' academic achievement
- Use of a Teaching Fellow and documentation of progress monitoring to track effectiveness will be conducted

Students with Disabilities (SWD):

- A review of Malloch's MTSS Process to all staff will be done to ensure students are being supported, and practices and efforts are being made before students are referred for SPED assessment.
- Adherence to all SST actions, 504 Plan accommodations, and IEP accommodations and supports will be monitored and followed

African American (AA):

- Analysis of student performance and an action plan that targets specific support needed to improve student academic achievement will be done. This will be done during PLC time, Quarterly planning days, TST meetings, SSTs, Administrative planning days.
- Classroom observations and teacher feedback will be provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Game Night/Literacy Night: This opportunity offers families an opportunity to learn reading foundational skills and strategies to support their students at home.
- Classroom Volunteers (primarily in the K-1st classrooms and as teacher permits). This opportunity provides parents with the opportunity to see the skills and learning that takes place in the classroom setting.
- Classroom Weekly Communication of Learning skills and suggest ways to support at home: School Home Communication helps keeps families informed of what their students are learning at school and provides opportunities for families to extend that learning to home and community.
- A dedicated Microsoft Teams page for Reading Foundational Skills: This would be created, maintained, and supported by our Academic Coach and a link would be provided to parents through multiple modes of communication (teacher weekly communication, schoolwide monthly newsletter, etc) to access a plethora of resources to support their students in the various reading foundational skills (phonological and phonemic awareness, word recognition, fluency, vocabulary, and comprehension)

- Collaboration with ASP/Expanded Learning to ensure reading foundational skill resources and support is provided for our students who attend After School Program.

Professional Learning

Describe Professional Learning related to this action.

- Teacher training on Reading Fluency best practices that provides a purpose, structure/routines, and how to progress monitor. Outcomes will include: building a better understanding of the importance of reading fluently daily, having a more consistent schoolwide implementation of daily reading fluency instruction and practice, and an improvement of reading fluency and comprehension.
- PL on morphology (prefixes, roots/bases, suffixes) and high-utility academic vocabulary instructional practices and how to integrate morphology into read-alouds, context texts, and writing.
- PL for 4th-6th grade teachers on diagnosing and addressing gaps in phonics, multisyllabic decoding, and fluency within Tier 1 instruction to support struggling and below grade level readers in their classrooms.
- PL to continue building capacity on the MTSS framework and support with targeted instruction for small groups during RtI that may include lesson planning, resources to use, and modeling of small group instruction.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- We will achieve these changes in knowledge and learning by:
  - providing PL for Reading Fluency, Morphology/Vocabulary, Reading Foundational Skills, and MTSS Framework and Tier 1 and Tier 2 strategies and support

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.

- To shape these behaviors:
  - Improved Tier 1 instruction and learning of students
  - Better lesson alignment and students working at grade level rigor

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.

- Ultimately achieve the following impacts:
  - Stronger Tier 1 instruction
  - Meeting/exceeding District goals for Early Literacy and Literacy Intervention
    - Students meeting stretch growth goals by Diagnostic 3 on iReady
    - Students at/above grade level by Diagnostic 3 on iReady
  - Improvement in classroom observational data overtime

- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning
  - Use of Teacher Data sheets to progress monitor student achievement
  - CFA reports to analyze student achievement
  - iReady Diagnostic results and quarterly Reading Fluency Assessments to measure progress and growth at the Tier 1 level
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning and Tier 1 strategies, routines, and structures using the High Quality Instruction document.
  - Teacher Planning Days with a focus of planning “good first instruction” (Tier 1) using data provided from Data sheets, CFA reports, iReady diagnostic results, Quarterly Reading Fluency assessments, and informal observational data collected by the teacher during instructional learning times throughout the day
- Outcomes will be monitored by:
  - Admin

- Outcomes will be measured by:
  - iReady Diagnostic results
  - SBAC results
  - Classroom observational data of Tier 1 instruction
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Writing Plan

Action Details

Literacy Intervention

Malloch Elementary will continue to focus on implementing a structured and supportive writing plan to ensure students can produce appropriate, effective, and proficient writing samples at their grade level.

Direct Instructional Services

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

Tier 1:

- Dedicated writing block will be provided to focus on writing mechanics and format. However, writing will be embedded throughout the day in othre content areas.
- Classroom materials and supplies will be purchased to support writing. Such as: notebooks, pencils, writing resources, etc.
- Focus on good first instruction with clear lesson alignment, learning objectives, and identified success criteria.
- CFAs will be given to students to progress monitor and determine next steps

Tier 2:

- Classroom teacher will support struggling students with writing skill gaps by providing scaffolds or small group instruction.
- After support and interventions have been provided by classroom teacher with evidence and documentation, teacher may make a referral to TST for further review and potential support

Tier 3:

- Student referral for SST will be needed to determine next steps and/or Tier 3 supports

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.

- **Designated ELD** will be done weekly (on Fridays) with our Teaching Fellow and students will be grouped based on their area of need in either Listening, Speaking, Reading, and/or Writing. Student data will be assessed quarterly and changes in groups and needs will be made. Our Teaching Fellow will collect data and progress monitor under the support and guidance of our Academic Coach.
    - **Beginning and Emerging** students will focus on: academic vocabulary and listening and speaking skills
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- Students will participate in goal setting based on their current ELPI level. The school will support growth through ELPI's expanded levels, which include Level 1; Level 2 (Low/High); Level 3 (Low/High); and Level 4 (proficiency level used for maintaining/meeting redesignation criteria). Our Teacher Fellow will progress monitor this with support from our Academic Coach.
- **Newcomer Support** will be provided by EL services. Our VP and/or Academic Coach will notify the EL Department of any newcomers to request support and also begin provided designated and integrated services to student.
- For **Beginning and Emerging** Students:
    - Visual scaffolds will be provided during instruction to support language development
    - Explicit instruction in phonics, basic vocabulary, and oral language structures will be provided
    - Peer language buddies will be provided as needed
    - Structured oral practice opportunities will be provided throughout the instructional day during all content areas
    - Writing scaffolds (paragraph frames and/or graphic organizers) will be provided to support language and written development
    - Small group instruction targeting reading fluency and comprehension skills will be provided
- For **Developing and Well-Developed** Students:
    - Focus on discipline specific vocabulary
    - Opportunities for leading collaborative discussions
    - Debate and presentation opportunities
    - Offering of enrichment opportunities and activities
- For **LTEL** students:
    - Instructional focus on: complex grammar, academic writing, and text analysis and comprehension
    - Goal setting conferences with students regarding iReady, SBAC (if applicable), and ELPAC
    - Progress monitoring and mentoring to increase academic engagement
- For **RFEP** students:
    - Progress monitoring to ensure students are maintaining academic success
    - Academic support if grades are declining or learning is not progressing

Student Groups

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

African American (AA):

- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

Students with Disabilities (SWD):

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

English Learner (EL):

- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

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

English Learner (EL):

- Use of a Teaching Fellow (ELF) to provide designated ELD to support language development
- Use of ELPAC assessors to administer ELPAC assessment in the Spring
- Use of CT to provide literacy intervention as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

African American (AA):

- Use of CT to provide Literacy Intervention as needed
- Use of a Teaching Fellow (ELF) to provide Literacy Intervention as needed
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

Students with Disabilities (SWD):

- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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

English Learner (EL):

- PL and resources will be given to teachers to ensure effective strategies and support are provided to increase students' academic achievement
- Use of a Teaching Fellow and documentation of progress monitoring to track effectiveness will be conducted

Students with Disabilities (SWD):

- A review of Malloch's MTSS Process to all staff will be done to ensure students are being supported, and practices and efforts are being made before students are referred for SPED assessment.
- Adherence to all SST actions, 504 Plan accommodations, and IEP accommodations and supports will be monitored and followed

African American (AA):

- Analysis of student performance and an action plan that targets specific support needed to improve student academic achievement will be done. This will be done during PLC time, Quarterly planning days, TST meetings, SSTs, Administrative planning days.
- Classroom observations and teacher feedback will be provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Game Night/Literacy Night: This opportunity offers families an opportunity to learn reading foundational skills and strategies to support their students at home.
- Classroom Volunteers (primarily in the K-1st classrooms and as teacher permits). This opportunity provides parents with the opportunity to see the skills and learning that takes place in the classroom setting.
- Classroom Weekly Communication of Learning skills and suggest ways to support at home: School Home Communication helps keeps families informed of what their students are learning at school and provides opportunities for families to extend that learning to home and community.
- A dedicated Microsoft Teams page for Reading Foundational Skills: This would be created, maintained, and supported by our Academic Coach and a link would be provided to parents through multiple modes of communication (teacher weekly communication, schoolwide monthly newsletter, etc) to access a plethora of resources to support their students in the various reading foundational skills (phonological and phonemic awareness, word recognition, fluency, vocabulary, and comprehension)
- Collaboration with ASP/Expanded Learning to ensure reading foundational skill resources and support is provided for our students who attend After School Program.

Professional Learning

Describe Professional Learning related to this action.

- Continuation from 2025-2026 year with foundational writing skills using Writing Revolution, strengthening teachers' instructional strategies and resources to teacher writing instruction.
- PL on resources to use to provide immediate feedback to students that is effective and has impact on improving students' writing skills

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- We will achieve these changes in knowledge and learning by:
  - providing PL for improved student writing using a variety of tools and resources for teachers and students
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning
  - Use of Teacher Data sheets to progress monitor student achievement
  - CFA reports to analyze student achievement
  - District writing assessment and quarterly Writing CFAs to measure progress and growth at the Tier 1 level
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

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.

- To shape these behaviors:
  - Improved Tier 1 instruction and learning of students
  - Better lesson alignment and students working at grade level rigor
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning and Tier 1 strategies, routines, and structures using the High Quality Instruction document.
  - Teacher Planning Days with a focus of planning “good first instruction” (Tier 1) using data provided from Data sheets, CFA reports, District writing assessment and quarterly Writing CFAs and informal observational data collected by the teacher during instructional learning times throughout the day
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

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.

- Ultimately achieve the following impacts:
  - Stronger Tier 1 instruction
  - Meeting/exceeding District goal for Literacy Intervention
    - Students improving one rubric score from 1st to 2nd writing assessment administration
  - Improvement in classroom observational data overtime
- Outcomes will be measured by:
  - District Writing Assessment
  - SBAC results
  - Classroom observational data of Tier 1 instruction
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Plan

Action Details

Literacy Intervention

Malloch will focus on improving students' math fluency skills and strengthen their conceptual understnading of skills being taught at their grade level.

Direct Instructional Services

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

Tier 1:

- Classroom materials and supplies will be purchased to support math instruction such as notebooks, manipulatives, chart paper, whiteboards, consumables (markers, dry erase markers, crayons, paper, etc.)
- Daily Math Fluency will be provided to all students using number talks, counting collections, and/or Reflex (purchased program)
- Focus on good first instruction with clear lesson alignment, learning objective, and identified success criteria
- Assurance that instruction is at grade level rigor and support or scaffolds are being provided as needed

Tier 2:

- ELF Teaching Fellow to support with intervention in grades 3rd-6th in small group intervention as needed
- Classroom teacher will support small group (in class) Tier 2 instruction as needed (for reteach or pre-requisite skill building purposes)
- Teacher makes referral to TST for support after Tier 1 supports have been attempted and documented.

Tier 3:

- Student referral for SST as needed to determine Tier 3 intervention supports
- Academic support will be provided to RSP teacher and/or aide(s) with push in and pull out supports for identified students only.

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.

- **Designated ELD** will be done weekly (on Fridays) with our Teaching Fellow and students will be grouped based on their area of need in either Listening, Speaking, Reading, and/or Writing. Student data will be assessed quarterly and changes in groups and needs will be made. Our Teaching Fellow will collect data and progress monitor under the support and guidance of our Academic Coach.
    - **Beginning and Emerging** students will focus on: academic vocabulary and listening and speaking skills
    - **Developing and Well-Developed** students will focus on: complex sentence structures, academic writing, discourse skills
- RtI time will include specific small group time for ELs Monday-Thursday as part of **designated and/or integrated ELD time** based on the lesson and structure of the teacher's plans.
- Student reclassification progress will be incentivized as students advance from one ELPI level to the next, based on the English Learner Progress Indicator (ELPI).
- Students will participate in goal setting based on their current ELPI level. The school will support growth through ELPI's expanded levels, which include Level 1; Level 2 (Low/High); Level 3 (Low/High); and Level 4 (proficiency level used for maintaining/meeting redesignation criteria). Our Teacher Fellow will progress monitor this with support from our Academic Coach.
- **Newcomer Support** will be provided by EL services. Our VP and/or Academic Coach will notify the EL Department of any newcomers to request support and also begin provided designated and integrated services to student.
- For **Beginning and Emerging** Students:
    - Visual scaffolds will be provided during instruction to support language development
    - Explicit instruction in phonics, basic vocabulary, and oral language structures will be provided
    - Peer language buddies will be provided as needed
    - Structured oral practice opportunities will be provided throughout the instructional day during all content areas
    - Writing scaffolds (paragraph frames and/or graphic organizers) will be provided to support language and written development
    - Small group instruction targeting reading fluency and comprehension skills will be provided
- For **Developing and Well-Developed** Students:
    - Focus on discipline specific vocabulary
    - Opportunities for leading collaborative discussions
    - Debate and presentation opportunities
    - Offering of enrichment opportunities and activities
- For **LTEL** students:
    - Instructional focus on: complex grammar, academic writing, and text analysis and comprehension
    - Goal setting conferences with students regarding iReady, SBAC (if applicable), and ELPAC
    - Progress monitoring and mentoring to increase academic engagement
- For **RFEP** students:
    - Progress monitoring to ensure students are maintaining academic success
    - Academic support if grades are declining or learning is not progressing

Student Groups

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

African American (AA):

- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

Students with Disabilities (SWD):

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

English Learner (EL):

- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

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

English Learner (EL):

- Use of a Teaching Fellow (ELF) to provide designated ELD to support language development
- Use of CT to provide literacy intervention as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of data for intervention groups each quarter and to participate on TST team every two weeks.
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

African American (AA):

- Use of CT to provide Literacy Intervention as needed
- Use of a Teaching Fellow (ELF) to provide Literacy Intervention as needed
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

Students with Disabilities (SWD):

- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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

English Learner (EL):

- PL and resources will be given to teachers to ensure effective strategies and support are provided to increase students' academic achievement
- Use of a Teaching Fellow and documentation of progress monitoring to track effectiveness will be conducted

Students with Disabilities (SWD):

- A review of Malloch's MTSS Process to all staff will be done to ensure students are being supported, and practices and efforts are being made before students are referred for SPED assessment.
- Adherence to all SST actions, 504 Plan accommodations, and IEP accommodations and supports will be monitored and followed

African American (AA):

- Analysis of student performance and an action plan that targets specific support needed to improve student academic achievement will be done. This will be done during PLC time, Quarterly planning days, TST meetings, SSTs, Administrative planning days.
- Classroom observations and teacher feedback will be provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Game Night/Math & Science Night: This opportunity offers families an opportunity to learn reading foundational skills and strategies to support their students at home.
- Classroom Volunteers (primarily in the K-1st classrooms and as teacher permits). This opportunity provides parents with the opportunity to see the skills and learning that takes place in the classroom setting.
- Classroom Weekly Communication of Learning skills and suggest ways to support at home: School Home Communication helps keeps families informed of what their students are learning at school and provides opportunities for families to extend that learning to home and community.
- A dedicated Microsoft Teams page for Math resources and activities: This would be created, maintained, and supported by our Academic Coach and a link would be provided to parents through multiple modes of communication (teacher weekly communication, schoolwide monthly newsletter, etc) to access a plethora of resources to support their students in the various math fluency and conceptual understanding activities (number sense, place value, addition/subtraction, multiplication/division, fractions, decimals, etc.)
- Collaboration with ASP/Expanded Learning to ensure reading foundational skill resources and support is provided for our students who attend After School Program.

Professional Learning

Describe Professional Learning related to this action.

- PL on Counting Collections, Number Talks, and ways to effectively implement
- PL on Math progression across grade levels to better understand each grade level's specific focus of skills and concepts to master

- PL on use of purchased programs, Next Gen and Reflex Math, to progress monitor and analyze student performance and achievement
- PL on strategies to support each grade level's fluency standard(s) to improve math fluency at each grade level

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- We will achieve these changes in knowledge and learning by:
  - providing PL for strengthening teacher knowledge in lesson progression within and across grade level spans
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning
  - Use of Teacher Data sheets to progress monitor student achievement
  - CFA reports to analyze student achievement
  - iReady Diagnostic results
  - Quarterly Math Fluency assessments
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

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.

- To shape these behaviors:
  - Improved Tier 1 instruction and learning of students
  - Better lesson alignment and students working at grade level rigor
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning and Tier 1 strategies, routines, and structures using the High Quality Instruction document.
  - Teacher Planning Days with a focus of planning “good first instruction” (Tier 1) using data provided from Data sheets, CFA reports, iReady Diagnostic results, and quarterly Math fluency assessments, and informal observational data collected by the teacher during instructional learning times throughout the day
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

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.

- Ultimately achieve the following impacts:
  - Stronger Tier 1 instruction
  - Students making growth and progress on iReady diagnostic assessments in:
    - Meeting stretch growth goals
    - Scoring at/above grade level on overall results
  - Meeting site goal on SBAC results in Math
  - Improvement in classroom observational data overtime
- Outcomes will be measured by:
  - iReady Diagnostic results
  - SBAC results
  - Classroom observational data of Tier 1 instruction
- Outcomes will be monitored by:
  - Admin
  - ILT
  - PLCs

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Quarterly Planning to Analyze Data and Plan Tier 1 grade level instruction to meet student academic needs. 21 Teachers X $250=$5,250 X 4 quarters = $21,000 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	21,486.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Beginning of the year teacher planning. 22 teachers x 6 hours. 22 teachers X $48.30 Supplemental Contract X 6 hours = $6,375.60 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	8,098.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3150		43,171.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Roving sub for 3 days in October ($250 x 3 days) and a roving sub for 3 days in January ($250 x 3 days). An extra $250 is added in case an extra day is needed. **Budget lines for personnel include salaries and related benefits	2,089.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	1,841.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Money will be used for an Extra Paid Contract to support the MTSS team. Jonna Fry. **Budget lines for personnel include salaries and related benefits	920.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin. Substitute Coverage. $500 a day × 3 days = $ 1,500. An extra $500 is added in case an extra day is needed in December 2026. **Budget lines for personnel include salaries and related benefits	2,865.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			: Lease for Admin. Printers.	1,330.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0600		8,223.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies. Set aside for STRS for CT in 7090-1110 $7,000	8,500.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF/Interact Fellow	28,220.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Off Eq Lease			Copier lease in the Library.	2,100.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Next Gen Math	9,036.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax	4,800.00

$142,679.00

Malloch Elementary 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

SEL Support

Action Details

Life Skills

Malloch will continue to improve our SEL support through our MTSS framework and use of Tiered support.

Direct Instructional Services

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

Tier 1:

- All students will receive SEL instruction weekly with the use of Second Step curriculum. This will be monitored by our CCT (Climate & Culture Team)
- All classrooms will conduct weekly class meetings to build a strong classroom community, support SEL, and create a positive learning environment. The topics should be student-led and collaborated with teacher.
- All teachers will complete the miniDESSA assessment 2x a year (October and March) and use this data to identify whole class strengths and areas of need to address during class meetings or embedded in various content areas. Individual student data can be used to help identify individual student goals and support.
- Early Intervention Strategies will be utilized to support individual or small group of students as needed.

Tier 2:

- Tier 2 Support can be provided by classroom teacher with provided supports given by admin or Tier 2 specialist.
- SEL support may also be provided in a small group setting with the Tier 2 specialist or RCA during designated RtI time. To receive this support, teacher must complete MTSS form and submit to TST for review. Parent permission must be given before support will be provided.
- Progress monitoring will be given to teacher and parent if pulled out in a small group setting. TST also tracks student's progress and makes adjustments as needed to support and accommodations.

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.

- **Designated ELD** will be done weekly (on Fridays) with our Teaching Fellow and students will be grouped based on their area of need in either Listening, Speaking, Reading, and/or Writing. Student data will be assessed quarterly and changes in groups and needs will be made. Our Teaching Fellow will collect data and progress monitor under the support and guidance of our Academic Coach.
    - **Beginning and Emerging** students will focus on: academic vocabulary and listening and speaking skills
    - **Developing and Well-Developed** students will focus on: complex sentence structures, academic writing, discourse skills
- RtI time will include specific small group time for ELs Monday-Thursday as part of **designated and/or integrated ELD time** based on the lesson and structure of the teacher's plans.
- Student reclassification progress will be incentivized as students advance from one ELPI level to the next, based on the English Learner Progress Indicator (ELPI).
- Students will participate in goal setting based on their current ELPI level. The school will support growth through ELPI's expanded levels, which include Level 1; Level 2 (Low/High); Level 3 (Low/High); and Level 4 (proficiency level used for maintaining/meeting redesignation criteria). Our Teacher Fellow will progress monitor this with support from our Academic Coach.
- **Newcomer Support** will be provided by EL services. Our VP and/or Academic Coach will notify the EL Department of any newcomers to request support and also begin provided designated and integrated services to student.
- For **Beginning and Emerging** Students:
    - Visual scaffolds will be provided during instruction to support language development
    - Explicit instruction in phonics, basic vocabulary, and oral language structures will be provided
    - Peer language buddies will be provided as needed
    - Structured oral practice opportunities will be provided throughout the instructional day during all content areas
    - Writing scaffolds (paragraph frames and/or graphic organizers) will be provided to support language and written development
    - Small group instruction targeting reading fluency and comprehension skills will be provided
- For **Developing and Well-Developed** Students:
    - Focus on discipline specific vocabulary
    - Opportunities for leading collaborative discussions
    - Debate and presentation opportunities
    - Offering of enrichment opportunities and activities
- For **LTEL** students:
    - Instructional focus on: complex grammar, academic writing, and text analysis and comprehension
    - Goal setting conferences with students regarding iReady, SBAC (if applicable), and ELPAC
    - Progress monitoring and mentoring to increase academic engagement
- For **RFEP** students:
    - Progress monitoring to ensure students are maintaining academic success
    - Academic support if grades are declining or learning is not progressing

Student Groups

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

African American (AA):

- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

Students with Disabilities (SWD):

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

English Learner (EL):

- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

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

English Learner (EL):

- Use of a Teaching Fellow (ELF) to provide designated ELD to support language development
- Use of ELPAC assessors to administer ELPAC assessment in the Spring
- Use of CT to provide literacy intervention as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

African American (AA):

- Use of CT to provide Literacy Intervention as needed
- Use of a Teaching Fellow (ELF) to provide Literacy Intervention as needed
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

Students with Disabilities (SWD):

- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan

- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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

English Learner (EL):

- PL and resources will be given to teachers to ensure effective strategies and support are provided to increase students' academic achievement
- Use of a Teaching Fellow and documentation of progress monitoring to track effectiveness will be conducted

Students with Disabilities (SWD):

- A review of Malloch's MTSS Process to all staff will be done to ensure students are being supported, and practices and efforts are being made before students are referred for SPED assessment.
- Adherence to all SST actions, 504 Plan accommodations, and IEP accommodations and supports will be monitored and followed

African American (AA):

- Analysis of student performance and an action plan that targets specific support needed to improve student academic achievement will be done. This will be done during PLC time, Quarterly planning days, TST meetings, SSTs, Administrative planning days.
- Classroom observations and teacher feedback will be provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Alignment of the SEL competencies to our GFS (Guidelines for Success), P.R.I.D.E was done to embed the competencies with an acronym that the community was already well familiar with.
- Monthly SEL Newsletters are sent out to families to build their knowledge regarding the 5 SEL competencies and skills. QR codes and hyperlinks are provided to watch additional videos with their students to learn more about each SEL competency. Additionally, activities are provided for students and families to do at home to practice the SEL competency for the month. Students who are working towards earning their Block M award can earn credit for doing these activities.
- Adult SEL optional trainings can be provided to help families strengthen their understanding of these competencies and build more coherence between school and home.
- When sending home progress reports of students receiving SEL intervention, our Tier 2 specialist can provide resources about the specific competency the student is focused on so that the family can have suggestions and ideas on how to support at home. These resources can be provided using CASEL's website and resources.

Professional Learning

Describe Professional Learning related to this action.

- DESSA training for teachers
- Adult SEL training for teachers to better understand the 5 competencies and identify effective ways to embed them during instruction across content areas

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- We will achieve these changes in knowledge and learning by:
  - providing PL for to strengthen teacher knowledge in Tier 1 supports and use of GVC, Second Step
  - providing PL with a focus on Early Stage Intervention strategies
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning
  - Completion rates of Second Step lessons (collected quarterly)
  - Evidence of use of Early Stage Intervention strategies, Class Meetings, and SEL strategies
  - Climate and Culture Fall and Spring survey data
  - DESSA ratings
- Outcomes will be monitored by:
  - Admin
  - CCT
  - PLCs
  - TST

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.

- To shape these behaviors:
  - Improved behaviors in the classroom with students using strategies learned from Second Step, Class Meetings, Early Stage Intervention strategies, and/or offered SEL strategies
- Outcomes will be measured by:
  - Classroom observations to observe PL learning and implementation of learning and Tier 1 strategies, routines, and structures
  - Ratio of Interaction data (Positive to negative) collected quarterly (to monitor progress and improvement)
  - Teacher Planning Days with a focus of embedding SEL strategies throughout all content areas
  - Scheduled class meetings and Second Step learning times
  - Climate and Culture Fall and Spring survey data
  - DESSA ratings

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.

- Ultimately achieve the following impacts:
  - Students feel valued, connected, and confident with strategies to use when emotions are strong, things are challenging, relationships are tested, and responsible and ethical decisions need to be made
  - Climate and Culture Spring data improves from Fall results
  - DESSA ratings improve from Fall results
- Outcomes will be measured by:
  - DESSA ratings
  - Climate and Culture survey results
  - Classroom observational data of Tier 1 instruction
- Outcomes will be monitored by:
  - Admin
  - CCT
  - PLCs
  - TST

- Outcomes will be monitored by:
  - Admin
  - CCT
  - PLCs
  - TST

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement/Prop 28

Action Details

College & Career Readiness

Malloch will continue to offer a wide variety of student engagement opportunities for students to feel connected, valued, and supported at school.

Direct Instructional Services

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

Tier 1:

- Materials and supplies will be purchased to support student job materials, elective wheel materials, school play materials, band, strings, and choir necessities, lego robotics team materials, school talent show materials, winter performance props and materials, materials and supplies for various cultural events throughout the school year, incentives for various honors and awards students earn for academic, attendance, and sports achievement.
- In addition, materials and supplies will also be purchased for Tier 1 art projects that teachers do in their classroom when doing cross-content activities (Example: art projects with their Literature Focus books)
- Students will have the opportunity to participate in:
    - Student Jobs (grades 2nd-6th)
    - Elective Wheel (1st-6th)
    - Sports (mostly 5th-6th; some 3rd-4th)
    - School Play
    - Lego Robotics
    - Student Council
    - Battle of the Books
    - School Spelling Bee
    - "Walk Through" History events (for 4th-6th grade)
    - School Talent Show (at the end of the school year)
    - Winter performances (in December)
    - Band, Strings, or Choir and perform in Winter and Spring
- To honor various cultures, students also get to experience:
    - an Ofrenda (in October)
    - a Ruby Bridges Walk to School (in November)

    - a Cultural Week (in November)
    - a Missing Man Table to honor our Veteran's (in November)
    - Black History Month (in February)
    - Autism Awareness Month (in April)
- Students have the opportunity to earn the following honors/awards:
    - Principal's/High/Honor Roll
    - Outstanding Attendance (95% or higher)
    - Outstanding Citizenship
    - Outstanding Effort
    - Improvement on iReady assessments
    - Character Award for each GFS (Pride, Responsibility, Inquisitive, Determined, Ethical)
    - Mighty Mustang
    - Block M (each semester)
- Through the support of our PTO, students also have the opportunity to:
    - participate in Family Game Nights (one in the Fall and one in the Spring)
    - Attend our School Carnival (in the Fall)
    - participate in our school's Jog-A-Thon
    - participate in our Family Movie Night
    - make ornaments with their reading buddies (in the Winter)
    - participate in Family Bingo Night
    - attend Sweetheart Breakfast with their loved one(s) (in February)
    - participate in a Bike Rodeo (in May) and have a chance to win a free bike!

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.

- **Designated ELD** will be done weekly (on Fridays) with our Teaching Fellow and students will be grouped based on their area of need in either Listening, Speaking, Reading, and/or Writing. Student data will be assessed quarterly and changes in groups and needs will be made. Our Teaching Fellow will collect data and progress monitor under the support and guidance of our Academic Coach.
    - **Beginning and Emerging** students will focus on: academic vocabulary and listening and speaking skills
    - **Developing and Well-Developed** students will focus on: complex sentence structures, academic writing, discourse skills
- RtI time will include specific small group time for ELs Monday-Thursday as part of **designated and/or integrated ELD time** based on the lesson and structure of the teacher's plans.
- Student reclassification progress will be incentivized as students advance from one ELPI level to the next, based on the English Learner Progress Indicator (ELPI).
- Students will participate in goal setting based on their current ELPI level. The school will support growth through ELPI's expanded levels, which include Level 1; Level 2 (Low/High); Level 3 (Low/High); and Level 4 (proficiency level used for maintaining/meeting redesignation criteria). Our Teacher Fellow will progress monitor this with support from our Academic Coach.
- **Newcomer Support** will be provided by EL services. Our VP and/or Academic Coach will notify the EL Department of any newcomers to request support and also begin provided designated and integrated services to student.

- For **Beginning and Emerging** Students:
    - Visual scaffolds will be provided during instruction to support language development
    - Explicit instruction in phonics, basic vocabulary, and oral language structures will be provided
    - Peer language buddies will be provided as needed
    - Structured oral practice opportunities will be provided throughout the instructional day during all content areas
    - Writing scaffolds (paragraph frames and/or graphic organizers) will be provided to support language and written development
    - Small group instruction targeting reading fluency and comprehension skills will be provided
- For **Developing and Well-Developed** Students:
    - Focus on discipline specific vocabulary
    - Opportunities for leading collaborative discussions
    - Debate and presentation opportunities
    - Offering of enrichment opportunities and activities
- For **LTEL** students:
    - Instructional focus on: complex grammar, academic writing, and text analysis and comprehension
    - Goal setting conferences with students regarding iReady, SBAC (if applicable), and ELPAC
    - Progress monitoring and mentoring to increase academic engagement
- For **RFEP** students:
    - Progress monitoring to ensure students are maintaining academic success
    - Academic support if grades are declining or learning is not progressing

Student Groups

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

African American (AA):

- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

Students with Disabilities (SWD):

- Teachers will analyze AA data during full day quarterly planning days and identify specific instructional supports to ensure AA students' academic success
- Sub release time for teachers to attend SST/504 Plan meetings to determine appropriate support, next steps, and ensure close progress monitoring of student
- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

English Learner (EL):

- Materials and Supplies will be provided to support Tier 1 and Tier 2 instruction in the classroom

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

English Learner (EL):

- Use of a Teaching Fellow (ELF) to provide designated ELD to support language development
- Use of ELPAC assessors to administer ELPAC assessment in the Spring
- Use of CT to provide literacy intervention as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

African American (AA):

- Use of CT to provide Literacy Intervention as needed
- Use of a Teaching Fellow (ELF) to provide Literacy Intervention as needed
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Use of a roving sub (2x/year) so that Admin and classroom teachers can conduct data chats
- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Supplemental contract for CT to engage in analysis of Data for intervention groups each quarter and to participate on TST team every two weeks.
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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- Use of subs for ILT to have a full planning day to analyze data and collaboratively create schoolwide goals and an action plan
- Use of RCA to support with SEL as needed
- Use of RCA to support with chronic absenteeism as needed
- Administrative planning days (3x/year) to progress monitor schoolwide, grade level, and individual teacher data to determine next steps to support staff and students.

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

English Learner (EL):

- PL and resources will be given to teachers to ensure effective strategies and support are provided to increase students' academic achievement
- Use of a Teaching Fellow and documentation of progress monitoring to track effectiveness will be conducted

Students with Disabilities (SWD):

- A review of Malloch's MTSS Process to all staff will be done to ensure students are being supported, and practices and efforts are being made before students are referred for SPED assessment.
- Adherence to all SST actions, 504 Plan accommodations, and IEP accommodations and supports will be monitored and followed

African American (AA):

- Analysis of student performance and an action plan that targets specific support needed to improve student academic achievement will be done. This will be done during PLC time, Quarterly planning days, TST meetings, SSTs, Administrative planning days.
- Classroom observations and teacher feedback will be provided immediately using Microsoft Forms and Power Automate.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Continued communication informing families of these opportunities through multiple modes of communication
- Information tables at Back to School night to inform families of how their child or their family can stay connected or engaged at Malloch

Professional Learning

Describe Professional Learning related to this action.

- Providing effective communication strategies to help make families feel welcome and invited to Malloch.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

- We will achieve these changes in knowledge and learning by:
    - providing PL for to strengthen teacher knowledge in Tier 1 supports and use of GVC, Second Step
    - providing PL with a focus on Early Stage Intervention strategies
- Outcomes will be measured by:
    - Classroom observations to observe PL learning and implementation of learning
    - Completion rates of Second Step lessons (collected quarterly)
    - Evidence of use of Early Stage Intervention strategies, Class Meetings, and SEL strategies
    - Climate and Culture Fall and Spring survey data
    - DESSA ratings
- Outcomes will be monitored by:
    - Admin
    - CCT
    - PLCs
    - TST

- To shape these behaviors:
    - Improved behaviors in the classroom with students using strategies learned from Second Step, Class Meetings, Early Stage Intervention strategies, and/or offered SEL strategies
- Outcomes will be measured by:
    - Classroom observations to observe PL learning and implementation of learning and Tier 1 strategies, routines, and structures
    - Ratio of Interaction data (Positive to negative) collected quarterly (to monitor progress and improvement)
    - Teacher Planning Days with a focus of embedding SEL strategies throughout all content areas
    - Scheduled class meetings and Second Step learning times
    - Climate and Culture Fall and Spring survey data
    - DESSA ratings
- Outcomes will be monitored by:
    - Admin
    - CCT
    - PLCs
    - TST

- Ultimately achieve the following impacts:
    - Students feeling valued, connected, and confident with strategies to use when emotions are strong, things are challenging, relationships are tested, and responsible and ethical decisions need to be made
    - Climate and Culture Spring data improves from Fall results
    - DESSA ratings improve from Fall results
- Outcomes will be measured by:
    - DESSA ratings
    - Climate and Culture survey results
    - Classroom observational data of Tier 1 instruction
- Outcomes will be monitored by:
    - Admin
    - CCT
    - PLCs

TST

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0320 Malloch Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Teacher-Subs			9 full-day subs for SST meeting (1x/month) **No IEPS or 504s** **Budget lines for personnel include salaries and related benefits	2,687.00
G2A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies *No Food or Incentives*	3,607.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes needed for ILT planning day X 8 teachers. ILT planning day in May/June 2027. **Budget lines for personnel include salaries and related benefits	2,388.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,702.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		16,169.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA Overtime. **Budget lines for personnel include salaries and related benefits	623.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			Security for Parent Events. **Budget lines for personnel include salaries and related benefits	574.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Supplies *No Food or Incentives*	1,484.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,844.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Graphics	1,200.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Prop 28	6,000.00
G2A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for student use. Move $1,298 for STRS cost for CT for 7091-1110.	1,437.00

$63,715.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0320 Malloch Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0320	1110	1000	1120	Teacher-Subs					G1A1	Quarterly Planning to Analyze Data and Plan Tier 1 grade level instruction to meet student academic needs. 21 Teachers X $250=$5,250 X 4 quarters = $21,000 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	21,486.00
060	3010	0320	1110	1000	1120	Teacher-Subs					G2A1	9 full-day subs for SST meeting (1x/month) **No IEPS or 504s** **Budget lines for personnel include salaries and related benefits	2,687.00
060	3010	0320	1110	1000	1160	Teacher-Supp					G1A1	Beginning of the year teacher planning. 22 teachers x 6 hours. 22 teachers X $48.30 Supplemental Contract X 6 hours = $6,375.60 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	8,098.00
060	3010	0320	1110	1000	4200	Bks & Ref					G1A3	Next Gen Math	9,036.00
060	3010	0320	1110	1000	4200	Bks & Ref					G1A3	: Reflex/Frax	4,800.00
060	3010	0320	1110	1000	4300	Mat & Supp					G2A1	Materials and supplies *No Food or Incentives*	3,607.00
060	3010	0320	1110	2495	4300	Mat & Supp					G2A2	Parent Involvement Supplies *No Food or Incentives*	1,484.00
030	7090	0320	1110	1000	1110	Teacher-Regu	Tutor	T004	Fry, Jonna	0.3150	G1A1		43,171.00
030	7090	0320	1110	1000	1120	Teacher-Subs					G2A1	Substitutes needed for ILT planning day X 8 teachers. ILT planning day in May/June 2027. **Budget lines for personnel include salaries and related benefits	2,388.00
030	7090	0320	1110	1000	1120	Teacher-Subs					G1A1	Roving sub for 3 days in October ($250 x 3 days) and a roving sub for 3 days in January ($250 x 3 days). An extra $250 is added in case an extra day is needed. **Budget lines for personnel include salaries and related benefits	2,089.00
030	7090	0320	1110	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	1,841.00
030	7090	0320	1110	1000	1160	Teacher-Supp					G1A1	Money will be used for an Extra Paid Contract to support the MTSS team. Jonna Fry. **Budget lines for personnel include salaries and related benefits	920.00
030	7090	0320	1110	1000	4300	Mat & Supp					G2A2	Materials and Supplies	11,844.00
030	7090	0320	1110	1000	4300	Mat & Supp					G2A2	Graphics	1,200.00
030	7090	0320	1110	1000	4300	Mat & Supp					G1A2	: Materials and supplies. Set aside for STRS for CT in 7090-1110 $7,000	8,500.00
030	7090	0320	1110	1000	4300	Mat & Supp					G2A2	: Prop 28	6,000.00
030	7090	0320	1110	1000	5899	Cons Svc/Oth					G1A2	Education and Leadership Foundation : ELF/Interact Fellow	28,220.00
030	7090	0320	1110	2100	1320	Crt Supr-Sub					G1A1	Admin. Substitute Coverage. $500 a day × 3 days = $ 1,500. An extra $500 is added in case an extra day is needed in December 2026. **Budget lines for personnel include salaries and related benefits	2,865.00
030	7090	0320	1110	2100	5631	Off Eq Lease					G1A1	: Lease for Admin. Printers.	1,330.00
030	7090	0320	1110	2420	5631	Off Eq Lease					G1A2	Copier lease in the Library.	2,100.00
030	7090	0320	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Quezada-gonzalez, Jesus	0.4375	G2A1		15,702.00
030	7090	0320	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Aranda, Victoria	0.4375	G2A1		16,169.00
030	7090	0320	1110	3900	2920	Oth Cls-Sub					G2A1	NTA Overtime. **Budget lines for personnel include salaries and related benefits	623.00

030	7090	0320	1110	8300	2240	Cls Sup-Ovr						G2A1	Security for Parent Events. **Budget lines for personnel include salaries and related benefits	574.00
030	7091	0320	4760	1000	1110	Teacher-Regu	Tutor	T004	Fry, Jonna	0.0600		G1A1		8,223.00
030	7091	0320	4760	1000	4300	Mat & Supp						G2A2	: Materials and Supplies for student use. Move $1,298 for STRS cost for CT for 7091-1110.	1,437.00
														$206,394.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$51,198.00
Sup & Conc	7090	$145,536.00
LCFF: EL	7091	$9,660.00
Grand Total		**$206,394.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$142,679.00
G2 - The Whole Child (SEL and Engagement)	$63,715.00
Grand Total	**$206,394.00**