McCardle Elementary

10621666006068

Principal's Name: Linda McLaughlin

Principal's Signature: Sunda Myaughhi

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

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| Centralized Services | N/A | | | |
| School Site Council Assurances | Consolidated Program Assurances | | | |
| School Site Council (SSC) | Members list | | | |
| Required Signatures | Principal and SSC Chairperson | | | |
| Budget | Site Allocations | | | |
| School Quality Review Process | Needs Assessment: Data Analysis and identification of needs and goals Actions designed to meet needs and targeted goals Budget allocations and planned expenditures | | | |
| Additional Documents | SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum | | | |

District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

| | and develop monitoring | and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. | | | | | |
|---|--|---|--|--|--|--|--|
| Student Goal Improve academic performance at challenging levels | | | | | | | |
| | Student Goal Expand student-centered and real-world learning experiences | | | | | | |
| | Student Goal | Increase student engagement in their school and community | | | | | |
| | Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community | | | | | |
| | Family Goal | Increase inclusive opportunities for families to engage in their students' education | | | | | |

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

McCardle Elementary

Title I SWP

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 | | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Linda McLaughlin | X | | | | |
| 2. Chairperson – Angela Turpin | | | | X | |
| 3. Kristi Jarvis | | X | | | |
| 4. Michelle Tynan | | X | | | |
| 5. Jenielle Warkentin | | X | | | |
| 6. Salvador Perez | | | X | | |
| 7. Jennifer Felix | | | | X | |
| 8. Tom Zimoski | | | | X | |
| 9. Ron Napier | | | | X | |
| 10. Liz Rocha Lee | | | | 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: McCardle 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 | Linda McLaughlin | Senda M. Bought | 3/20/2024 |
| SSC Chairperson | Angela Turpin | Angri | 3/20/2024 |

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

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

FY 2024/25

McCardle - 0330

ON-SITE ALLOCATION

| 3010 | Title I | \$51,165 * |
|------|-----------------------------------|------------|
| 7090 | LCFF Supplemental & Concentration | \$159,220 |
| 7091 | LCFF for English Learners | \$22,032 |

TOTAL 2024/25 ON-SITE ALLOCATION

\$232,417

| * | These are the total funds provided through the Consolidated Application | |
|---|---|---------|
| * | Title I requires a specific investment for Parent Involvement | |
| | Title I Parent Involvement - Minimum Required | \$1,516 |

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

\$49,649 \$51,165

Total Title I Allocation

McCardle Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|------------|-----------|-----------|
| SBAC ELA - Average distance from standard | ~ | -20 pts | -53.3 pts | 2023-2024 | 38.3 pts |
| SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged) | ~ | | -71.9 pts | 2023-2024 | 56.9 pts |
| SBAC ELA - Average distance from standard (Students w/ Disabilities) | ~ | | -131.2 pts | 2023-2024 | 116.2 pts |
| SBAC ELA - percentage of students met/exceeded standard | ~ | 47 % | 29.2 % | 2023-2024 | 34.2 % |
| SBAC Math - Average distance from standard | ~ | -20 pts | -58.3 pts | 2023-2024 | 43.3 pts |
| SBAC Math - Average distance from standard (Students w/ Disabilities) | ~ | | -143 pts | 2023-2024 | 128 pts |
| SBAC Math - percentage of students met/exceeded standard | ~ | 49 % | 25.4 % | 2023-2024 | 30.4 % |

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

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

ELA Proficiency

Key factors that contributed to the performance outcomes for ELA include:

- Grade level PLCs planning assessment, instruction, and intervention
- Utilization of board adopted GVC Wonders for Tier 1 and Tier 2 instruction with provided resources
- Utilization of Write Tools strategies to support improved student writing
- Utilization of i-Ready Reading adaptive literacy program
- Utilization of Scholastic F.I.R.S.T. (Foundations in Reading, Sounds and Text)
- Admin support ILT, CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of

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

SBAC ELA

Average Distance from Standard:

The Socioeconomically Disadvantaged student group has average distance from standard of -72 as compared to all student average of -53. The Students with Disabilities student group has average distance from standard of -131 as compared to all student average of -53.

Meets or Exceeds Standard:

The Socioeconomically Disadvantaged student group has 21.9% of students meeting/exceeding standard as compared to 29.2% for all students. This represents 7.3% lower than all students. The Students with Disabilities (SWD) student group has 4.9% of students meet/exceeding standard. This

feedback and coaching

- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, and Family Engagement Hour
- Academic, social emotional, and behavioral support from RCA, Hand in Hand Mentor, Tier II IS, and HSL
- Cognitive Coaching support from Academic Coach in ELA
- Utilization of board adopted GVC or Special Day Classes (Wonder Works) and district specialized curriculum (SRA)
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEP and SST meetings
- Along with general baseline supports, students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teacher with pull out support for identified students in all grades

Math Proficiency

Key factors that contributed to the performance outcomes for math include:

- Grade level PLCs planning assessment, instruction, and intervention
- Utilization of board adopted GVC Go! Math for Tier 1 and Tier 2 instruction with provided resources and manipulatives
- Admin support of ILT, CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching
- Use of district approved supplemental online resources (i.e. Reflex Math, Frax/Vath)
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC and Family Engagement Hour
- Academic, social emotional, and behavioral support from RCA, Hand in Hand Mentor, Tier II IS, and HSI
- Cognitive Coaching with Academic Coach in math
- Utilization of board adopted GVC for Special Day Classes (Go! Math) and district specialized curriculum (Number Worlds)
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEP and SST meetings
- Along with general baseline classroom supports, students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teacher with pull out support for identified students in all grades

represents 24.3% lower than all students.

SBAC Math

Average Distance from Standard:

The Students with Disabilities student group has average distance from standard of -143 as compared to all student average of -58.

Meets or Exceeds Standard:

The Students with Disabilities (SWD) student group has 3.3% of students meet/exceeding standard. This represents 22.1% lower than all students.

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

Inconsistent staffing for RCA, Hand in Hand Mentors, and HSL

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

Budget modifications for next year include not contracting with Hand in Hand mentors due to inconsistent staffing and reduced budget. In order to support reading intervention, a 3.5 hour (4 days per week) Teaching Fellow will be funded. Site license for Reflex Math will be purchased due to district no longer funding this resource. Changes are found in Goal 1 Action 1, 2, and 3

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC reviewed Staff and Parent survey data on 2/21/24 and made the following recommendations: Continue actions as funds allow.

| 2 ELAC: | |
|------------------------------------|--|
| Continue actions for ELA and math. | |

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

Staff provided input and recommendations through a Forms survey. Recommendations included:

- Maintain or increase intervention in reading and math
- Continue Professional Learning to support good writing
- Continue to provide academic, social emotional, and behavioral support through RCA
- Continue to provide Site Licenses and access to programs that support literacy/math (i.e. Brainpop, Scholastic News, Class Kick, Reflex Math)

Action 1

Title: ELA Academic Performance

Action Details:

McCardle Elementary will implement a comprehensive reading program with a three tiered approach to improve Foundational Reading Skills and comprehension of complex text. Professional Learning Communities will analyze Common Formative Assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment. The school will utilize a Certificated Tutor, California Teaching Fellow, Academic Coach, iReady ELA, Phonics for Reading, and Wonderworks intervention materials, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies. RCA and Tier II IS will support students with academics, behavior, and social emotional needs. The school will partner with Ed Elements to develop and expand personalized learning focusing on literacy.

| Reasoning for using this action: | ☐ Strong Evidence | ✓ Moderate Evidence | ☐ Promising Evidence |
|----------------------------------|-------------------|---------------------|----------------------|
| | | | |

Explain the Progress Monitoring and data used for this Action

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

Teachers and students will set and monitor goals. Administrators and teachers will analyze site, district, and SBAC results to improve instruction and increase academic achievement in ELA:

- SBAC
- PK DRDP
- BPST
- TK Foundational Skills Assessment (FSA)
- K Foundational Skills Assessment (FSA)
- · i-Ready Diagnostic administrations
- Common Formative Assessments
- Intervention Progress Monitoring
- IEP Progress Monitoring
- Grades
- Power Bl
- · Classroom walkthroughs and feedback

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Vice Principal
- Principal

Grade Level Assessments:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Vice Principal
- Principal

Progress Monitoring:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Certificated Tutor
- Vice Principal
- Principal

Timeline:

District Assessments: Quarterly and 3 times per year Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly

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

- Tier 1: Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC Foundations, and use of formative assessments
- Tier 1 & 2: Inclusive Practices to increase mainstreaming time for SWD student group and to provide all students equitable access to succeed
- Tier 1 & 2: PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
 - Students in grades 1-6 will receive differentiated small-group instruction, by grade level, utilizing a Certificated Tutor/Teaching Fellow for a minimum of 30 minutes daily. The teacher will be the primary provider of small group intervention lessons and the tutor/fellow will assist with Foundational Skill building activities and supplemental intervention or enrichment in areas of need
 - Teachers will provide additional interventions to identified economically disadvantaged and students with disabilities
- Tier 1 & 2: Following continued Professional Learning on the Write Tools strategies, students will be taught common language to form skillful writing in every classroom by every teacher, every day.
- Tier 2 & 3: McGraw Hill Wonderworks intervention program and/or Phonics for Reading may be utilized to support individual student needs and connections to the Guaranteed and Viable Curriculum and Common Core State Standards
- Tier 1, 2 & 3: iReady Reading adaptive literacy program will be utilized to provide personalized instruction targeted to students' unique areas of needs
- Tier 1, 2 & 3: Scholastic F.I.R.S.T. (Foundations in Reading, Sounds and Text) will be utilized to provide highly-vetted student practice and data to support differentiated small group literacy instruction for K-2 students
- Tier 1 & 2: Academic Coach to support instruction in ELA and mathematics by supporting PLCs and job-embedded Professional Learning
- Tier 1: Classroom Magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Tier 1 & 2: School site licenses for Brainpop and Class Kick to support academic achievement
- Tier 1: Increase the digital literacy of students in alignment with the Technology standards
- Tier 2 & 3: After school tutoring/homework help for select identified students
- Tier 1, 2 & 3; RCA to support students with academics, behavior, and social emotional needs
- Tier 2 & 3: Students will be referred to the Targeted Support Team and/or Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Tier 1: Student data chats and goal setting will be conducted by classroom teachers

- Tier 1, 2 & 3: Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Tier 1, 2 & 3: Technology to support student reading and assessment program (monitors, document cameras, headphones, devices, carts, printer, or other supplies as needed to complete the program needs of students) including maintenance/repair of technology

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies..

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

- English Learner students needing Tier 1intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards
- English Learner students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Anchor Reading Standards
- Academic Coach will support teachers in planning lessons to provide Integrated and Designated ELD instruction.
- Imagine Learning after school tutoring will be provided for 10 English Learners.
- Professional learning plan to address:
 - basic EL information (EL data resources, ELPAC information, redesignation critera)
 - school wide designated and integrated ELD instruction using the CAELD standards
 - interventions for EL students that are at-risk and/or LTELs (Long Term English Learners)
 - o process for monitoring at risk and/or LTELs
 - supports to newcomer ELs
- Funding to increase parent communication and engagement that supports home language communications i.e. translating, interpreting, home contact, etc.
- Ensuring access to higher level instruction for English Learners (Equity in process and entry into GATE).
- Supplemental educational software/online programs designed specifically for ELs

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing computer site licenses, reading intervention with a Certificated Tutor and/or Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

- Socioeconomically disadvantaged students needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards
- Socioeconomically disadvantaged students needing Tier 2 intervention will be provided additional
 instructional time and targeted instruction during small group reading instruction based on grade level
 common formative assessments targeting Anchor Reading Standards
- Academic Coach will support teachers in planning lessons to meet the needs of socioeconomically disadvantaged students.

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

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support SWD student population by by providing computer site licenses, reading intervention with a Certificated Tutor and/or Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

 SWD student population needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards

| AcCardle Elementary 2024-2025- SPSA | | | |
|---|--|--|---|
| | | | SWD student population needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Anchor Reading Standards |
| | | | Academic Coach will support teachers in planning lessons to meet the needs of SWD student population |
| | | | SWD student population will receive targeted support in accessing grade level content and text through th support of Resource Teacher and/or Case Manager |
| Antion 2 | | | |
| Action 2 | | | |
| ītle: Math Academic Performance | | | |
| Action Details: | | | |
| learning/support will be provided through | development and refinement of high re learning groups, and targeted small | quality first instruction, focusing on the eig | ed to conceptual understanding of mathematics, procedural skill and fluency, and application. Teacher nt mathematical practices and making connections to content. Student learning/support will be based on whole n emphasis on technology to improve mastery of grade level standards. RCA will support students with |
| Reasoning for using this action: | Strong Evidence | ✓ Moderate Evidence | ☐ Promising Evidence |
| | | | |

Explain the Progress Monitoring and data used for this Action

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

Teachers and students will set and monitor goals. Administrators and teachers will analyze site, district, and SBAC results to improve instruction and increase academic achievement in ELA:

- SBAC
- PK DRDP
- TK Foundational Skills Assessment (FSA)
- K Foundational Skills Assessment (FSA)
- i-Ready Diagnostic administrations
- Common Formative Assessments
- Intervention Progress Monitoring
- IEP Progress Monitoring
- Grades
- Power BI
- · Classroom walkthroughs and feedback (including IPG tool data)

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Vice Principal
- Principal

Grade Level Assessments:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Vice Principal
- Principal

Progress Monitoring:

- Teachers
- PLC Teams
- Academic Coach
- ILT
- Vice Principal
- Principal

Timeline:

District Assessments: Quarterly and 3 times per year Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly

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

- Tier 1: Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC Foundations, and use of formative assessments
- Tier 1: Student data chats and goal setting will be conducted by classroom teachers
- Tier 1 & 2: Inclusive Practices to increase mainstreaming time for SWD students and to provide all students equitable access to succeed
- Tier 1 & 2: School site license for Brainpop, Class Kick, and Reflex Math to support academic achievement
- Tier 1: Increase the digital literacy of students in alignment with the Technology standards
- Tier 1 & 2 & 3: PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
 - Students in grades 1-6 will receive differentiated small-group instruction for a minimum of 30 minutes daily. The teacher will be the primary provider of small group intervention lessons which support with conceptual knowledge and supplemental intervention or enrichment in areas of need
 - Teachers will provide additional interventions to identified students with disabilities
- Tier 1 & 2: Academic Coach to support instruction in ELA and mathematics by supporting PLCs and job-embedded Professional Learning
- Tier 2 & 3: After school tutoring/homework help for select students
- Tier 1, 2 & 3: RCA will support students with academics, behavior, and social emotional needs
- Tier 2 & 3: Students will be referred to the Targeted Support Team and/or Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Tier 1, 2 & 3: Classroom materials and supplies including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction and intervention program needs
- Tier 1, 2 & 3: Technology to support online adapted learning and student performance in math (monitors, headphones, devices, carts, printer, or other supplies as needed to complete the program needs of students), including maintenance/repair of technology

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

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

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative.

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

- English Learner students needing Tier 1 support will be provided small group targeted instruction in their classrooms after the outcomes of formative classroom assessments aligned to grade level common formative assessments
- English Learner students needing Tier 2 intervention will be provided 1-3 additional targeted mathematics instruction based on common formative assessment outcomes. Students in need of Tier 2 intervention will be part of the pool of students invited to after school tutoring programs
- English Learner students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program
- · Academic Coach will support teachers in planning lessons to increase conceptual understanding
- Professional learning plan to address:
 - basic EL information (EL data resources, ELPAC information, redesignation critera)
 - school wide designated and integrated ELD instruction using the CAELD standards
 - interventions for EL students that are at-risk and/or LTELs (Long Term English Learners)
 - process for monitoring at risk and/or LTELs
 - supports to newcomer ELs

Action 3

- Funding to increase parent communication and engagement that supports home language communications i.e. translating, interpreting, home contact, etc.
- Ensuring access to higher level instruction for English Learners (Equity in process and entry into GATE).
- Supplemental educational software/online programs designed specifically for EL students

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support SWD student population by by providing computer site licenses, reading intervention with a Certificated Tutor and/or Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support math academic achievement.

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

- SWD students needing Tier 1 support will be provided small group targeted instruction in their classrooms
 after the outcomes of formative classroom assessments aligned to grade level common formative
 assessments
- SWD students needing Tier 1 support will be provided small group targeted instruction in their classrooms
 after the outcomes of formative classroom assessments aligned to grade level common formative
 assessments
- SWD students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program
- · Academic Coach will support teachers in planning lessons to meet the needs of SWD students.
- SWD students needing Tier 3 intervention/support after CFA results will be provided small group instruction for 45 minutes one time per week or depending on the frequency of the CFA data (Resource Teacher/Case Manager)

| e: EL Academic Performance | | | |
|--------------------------------------|------------------------------------|--|------------------------------------|
| Action Details: | | | |
| McCardle Elementary will implement a | comprehensive, balanced language a | cquisition program with integrated and designa | ated English Language Development. |
| Reasoning for using this action: | Strong Evidence | ✓ Moderate Evidence | ☐ Promising Evidence |

Explain the Progress Monitoring and data used for this Action

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

- FLPAC
- Disaggregated i-Ready Diagnostic Results by EL student group
- Ellevation
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- Power Bl
- · Classroom Walkthroughs and feedback (including IPG tool data)

Owner(s):

District Assessments, Grade Level Assessments, Progress Monitoring:

- EL Site Rep
- Certificated Tutor
- Teachers
- PLC Teams
- Academic Coach
- Vice Principal
- Principal

Timeline:

District Assessments: Quarterly Grade Level Assessments: Weekly Progress Monitoring: Weekly/Monthly

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

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies..

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

- Tier 1: EL students will participate in Integrated (during all content instruction and including SDAIE/SIOP strategies) and Designated (small group instruction during protected time) ELD planned using the California ELD Standards
- Tier 1: Conduct ELPAC Data Chats with targeted students
- Tier 1: Conduct Data Chats to clearly communicate expectations and commitment of teachers and students to increase linguistic and academic achievement
- Tier 1: Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- Tier 1 & 2: Following Professional Learning on the Write Tools strategies, students will be taught common
 language to form skillful writing in every classroom by every teacher, every day. EL students will be
 supported through color coding, step-by-step approach to constructing sentences, paragraphs, and
 essays, and the "Turn and Talk" step of the Writing Routine for oral dress rehearsal prior to writing.
- Tier 2 & 3: Certificated Tutor/Teaching Fellow and/or teachers to provide reading comprehension intervention to English Learners during grade level differentiation (What I Need) time to meet Tier 2 and Tier 3 needs. Groupings of students will be determined by teachers and Certificated Tutor based on Common Formative Assessment results and student progress over time.
- Tier 1: ELPAC Assessors will be provided for individual student assessment in speaking, writing, and listening
- Tier 1, 2 & 3: Selected EL students, including LTEL, At-Risk, and On-track ELs will participate in after school tutoring utilizing Imagine Learning adaptive software.
- Tier 1, 2 & 3: Books and Technology reading materials for students in their primary language
- Tier 1, 2 & 3: Classroom materials and supplies for EL's including notebooks, paper, pencils, pens,

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

N/A

markers, crayons, and other associated items to support ELD instruction and intervention program needs

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

| | G1 - Improve academic performance at challenging levels | | | | | | | | |
|--------|---|----------------------|--------------|-----------|--------|---|-----------|--|--|
| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget | | |
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for Write Tools (22 x 3 days), Planning (11 x 3), and PLi (5 x 4) Also supports G1A2&3, G4A1**No IEPs** | 25,085.00 | | |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supp. planning (4 hours x 11 teachers) Also supports G1A2&3, G4A1 **No IEPs** | 2,452.00 | | |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Scholastic News Also supports G1A2&3, G2A1 | 1,320.00 | | |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Class Kick site license Also supports G1A2&3, G2A1 | 2,000.00 | | |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials & supplies Also supports G1A2 **No incentives or food** | 914.00 | | |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Write Tools, LLC : Write Tools PL Also supports G1A2&3, G4A1 | 10,950.00 | | |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : Ed Elements PLi contract Also supports G1A2&3 | 5,964.00 | | |
| G1A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Agendas/Planners and Homework Folders Also supports G1A2&3, G5A1 **No incentives or food** | 1,730.00 | | |
| G1A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent Handbook Also supports G1A2&3, G5A1 | 750.00 | | |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3750 | Also supports G1A3 | 46,773.00 | | |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs SST/IEP/Data Chat Also supports G1A2&3, G3A12&3, G5A1 | 8,839.00 | | |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Brain Pop and Reflex Math site licenses Also supports G1A2&3, G2A1 | 8,695.00 | | |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies Also supportsG1A2&3, G2A1, G3A1, 2&3, G4A1, G5A1 | 13,501.00 | | |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Also supports G1A2&3, G2A1 | 1,000.00 | | |
| G1A1 | Sup & Conc | Instruction | Travel | | | National Library Conference Travel Also supports G1A2&3, G2A1,G4A1 | 1,500.00 | | |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Color copier leases Also supports G1A2&3 | 8,500.00 | | |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Tech Maintenance/Repair Also supports G1A2&3, G2A1, G4A1 | 1,000.00 | | |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : 1 Teaching Fellow (3.5 hours M-Th/104 days) Also supports G1A3 | 11,409.00 | | |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0625 | Also supports G1A3 | 7,796.00 | | |
| G1A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Translation services Also supports G1A2&3, G3A2, G5A1 | 501.00 | | |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 3,309.00 | | |

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2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G1 - Improve academic performance at challenging levels Expense Personnel FTE Vendor / Purpose of Expenditure Budget Action Funding Spending Activity LCFF: EL Imagine Learning Tutoring (60 hours) G1A3 Instruction Teacher-Supp 3,371.00 1,500.00 G1A3 LCFF: EL Instruction Bks & Ref Imagine Learning 10 licenses LCFF: EL Materials & Supplies 468.00 G1A3 Instruction Mat & Supp

\$169,327.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ~ | 90 % | 83 % | 2023-2024 | 88 % |

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

- 1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.
 - Field trips were implemented in all grade levels
 - Events and club opportunities, including 5/6 Soccer Club, Cheer, Coder Club, STEM, Book Club, Battle of the Books, Writing Club, and Student Leadership were provided
 - Weekly classroom music and performance groups (Choir, Recorders, Strings, and Band) were provided
 - After school sports opportunities were provided
 - The ASES program was available for all students and real-world learning experiences were provided by outside vendors (including cooking, nutrition, gardening, and STEMactivities)
 - Read Across America Daywas implemented with opportunities for the reader to share about their career
 - Magnificent Mustang students of the month were announced during Friday morning flag salute ceremonies and students helped lead the flag salute in addition to having their picture taken by the photographer and displayed on hallway bulletin boards
 - Technology was implemented to prepare students for workplace competencies
 - According to student survey data, 83% of McCardle students responded favorably to "my school
 prepares me for life with real-world experiences" as compared to the districtwide elementary average
 of 85%

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

- · Classroom music limited to grades 2 and 3
- Music performance groups limited to grades 4-6
- Elementary athletics only available to grades 5 and 6 (other than Cross Country and Track which are grades 3-6)
- Low attendance rates impact student participation

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

• Events and club opportunities were limited due to lack of staff willing to provide/supervise activities

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

See Goal 2

- Continue to expand Student Leadership
- Provide for after school clubs and activities led by teachers, staff, and community partners focused on art, dance, theater, ethnic/racial affinity groups, SEL development, and STEM
- More funds available through Prop 28 will provide for a part time Visual Arts teacher

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

- 1 SSC (Teacher/Staff, Parents, and Secondary Students).
 - Reviewed data throughout the year
 - Reviewed actions and budget throughout the year
 - SSC reviewed parent and staff survey data on 2/21/24 and made the following recommendations: Continue actions as funds allow

2 ELAC:

- · Reviewed data throughout the year
- Reviewed SPSA budget items, specifically 7091 funding
- ELAC recommended: continue all actions

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

Staff utilized a collaborative process to provide input on 2/5/24 and recommended continuing Read Across America/Career Awareness with the following ideas:

- · have older students read to younger students
- · have classified staff serve as guest readers

Action 1

Title: Real World Learning Experiences

Action Details:

McCardle Elementary will provide a wide array of opportunities for students to participate in real-world learning experiences and gain an awareness of career possibilities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 attendance/participation rate
- Parent attendance at school events and for volunteer opportunities throughout the year
- Read Across America Day schedule
- Responses on the School Culture and Climate Parent and Student Surveys
- Social Skills group participation

Owner(s):

- Teachers
- Academic Coach
- Resource Counseling Assistant
- Tier II IS
- ILT
- CC Team (CC Heroes)
- Library Tech
- Vice Principal
- Principal

Timeline:

Implementation begins the first day of school and continues through June, 2025 Data will be monitored quarterly.

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

- · Assemblies, presentations, and field trips will provide real-world learning experiences and foster awareness of career opportunities
- Volunteers from a variety of careers will be invited to participate in Read Across America Day and encouraged to share about their career in addition to reading to students; food and decorations will be provided for volunteer readers
- Provide after school Coder Club and STEMopportunities
- .52 FTE Visual Arts teacher to provide art instruction through Prop 28 funding
- Weekly Second Step lessons in social skills
- Daily Class Meetings
- Volunteers from a variety of career will be invited to speak to classes about their career
- Invite students to extended school year and winter camps to engage in enrichment camps/career opportunities
- Continue to implement technology to prepare students for workplace competencies
- Develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities
- Materials, supplies and incentives to support career awareness activities

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

Staff, including Home School Liaison, will support English Learners and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in the real-world learning experiences and career awareness opportunities.

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing computer site licenses, reading intervention with a Certificated Tutor, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

Staff will support socioeconomically disadvantaged students and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in the real-world learning experiences and career awareness opportunities.

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

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support SWD by providing computer site licenses, reading intervention with a Certificated Tutor, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

Staff will support SWD and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in the real-world learning experiences and career awareness opportunities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences Personnel FTE Vendor / Purpose of Expenditure Action Funding Spending Activity Expense Budget Mat & Supp : Read Across America Food & Decorations 250.00 G2A1 Sup & Conc Instruction Also supports G3A1, G5A1 G2A1 Mat & Supp : Rewards and Incentives Also supports 1,500.00 Sup & Conc Instruction G3A1, 2 & 3

\$1,750.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|--------------------------------------|----------|----------------|--------|-----------|--------|
| Chronic Absenteeism - Semester 1 | ~ | | 28.1 % | 2023-2024 | 20 % |
| Suspension Rate - Semester 1 | ~ | 0.4 % | 1.2 % | 2023-2024 | 0.75 % |
| Suspension Rate - Semester 1 (White) | ~ | | 2.7 % | 2023-2024 | 0.75 % |

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

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

Attendance

- Communication of importance of school attendance via Parent Square, Class Dojo, teacher communication, Family Engagement Hour, SSC, and ELAC
- Office Assistant/HSL completed attendance calls for absent students daily
- TST meets bi-weekly to discuss and review student attendance (manageable and chronic)
- Conferences held for Chronically Absent students
- Schoolwide reward program for 100% classroom attendance
- Perfect Attendance award for 0 absence/tardy per quarter
- Excellent Attendance award for 1-2 absence/tardy infractions per quarter
- Admin makes phone calls and conducts home visits for chronically absent students after home visits were conducted and attendance did not improve
- Attendance data reviewed with TST, SSC, ELAC, SSTs and IEPs

Suspension

- Behavior expectations presented to all students through the use of Nearpod lesson in the first week of Fall and Spring semesters
- Guidelines for Success posted in all Common Areas and chanted at Friday morning flag salute ceremonies
- Utilization of Resource Counseling Assistant to support social emotional and academic needs
- Tier II IS social/emotional support to teach students social skills
- CC Heroes (Climate and Culture Team) meets monthly to review behavior data
- TST meets bi-weekly to discuss students with high behavioral needs
- Consistent implementation of Class Meetings and Second Step lessons

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

Attendance

- White student group had 3.1% more (representing 24 students) chronically absent than schoolwide
- American Indian or Alaskan Native had 9.4% more (representing 3 students) chronically absent than schoolwide

Suspension

- Black/African American student group had 5.7% more students suspended than schoolwide
- White student group had 1.5% more students suspended than schoolwide

- . Mustang Meadows alternative recess location inconsistently implemented due to lack of staff
- Mustang Meadows social/emotional support Tier 1.5 to teach students social skills were impacted by lack of staff
- All 4 Youth Counseling to support Tier III

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

- . Mustang Meadows alternative recess location inconsistently implemented due to lack of staff
- . Mustang Meadows social/emotional supports (Tier 1.5) to teach students social skills were impacted by lack of staff
- Connections Program was not utilized due to the company no longer providing the product
- Due to staffing shortages, both RCA and Hand in Hand Mentors services were impacted

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

Hand in Hand Mentors not funded due to inconsistency in staffing. Details can be found in Goal 3.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC reviewed parent and staff survey results on 2/21/24 and made the following recommendations: Continue actions as funds allow

2 ELAC:

Continue all actions

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

Staff utilized a collaborative process to provide input on 2/5/24 and recommended continuing

- Magnificent Mustangs of the Month
- McCardle Pride store
- Attendance Popcorn and Movie party
- Awards Assemblies

Action 1

Title: Student Engagement

Action Details:

| VcCardle 🗏 ementary will provide opportunities for student participation and involvement in a variety of activities such as; arts; athletics; and extra-curricular activities to promote a sense of belonging and ov | :Cardle F | Flementarywill | I provide opportunities | for student participation | and involvement in a va | riety of activities such a | as: arts: athletics: and extra | a-curricular activities to promot | e a sense of belonging and owner |
|--|-----------|----------------|-------------------------|---------------------------|-------------------------|----------------------------|--------------------------------|-----------------------------------|----------------------------------|
|--|-----------|----------------|-------------------------|---------------------------|-------------------------|----------------------------|--------------------------------|-----------------------------------|----------------------------------|

| Reasoning for using this action: | Strong Evidence | S | Moderate Evidence | Promising Evidence |
|----------------------------------|-----------------|----------|-------------------|--------------------|
| | | | | |

Explain the Progress Monitoring and data used for this Action

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

- Student Survey responses
- Attendance
- Suspension Rates
- Participation (rosters/member lists)
- McCardle PRIDE Store records
- Power Bl
- Back to School Night
- Open House/Spring Fling
- Family Engagement Events
- Student Performances
- Awards Assemblies
- Events/Activities

Owner(s):

- Teachers
- Climate and Culture Team (CC Heroes)
- Resource Counseling Assistant
- Academic Coach
- Home School Liaison
- Tier II IS
- Resource Counseling Assistant
- TST
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2025
- Data will be reviewed monthly by the Climate & Culture Team (CC Heroes)
- Weekly updated Volunteer Applications

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

- Magnificent Mustang Student of the Month to honor students demonstrating the Character Counts pillar of the month
- · Class Dojo points awarded and incentivized
- . Materials, supplies, awards, and incentives to support engagements
- Mustang Meadows alternative recess location
- Assemblies, presentations, and field trips will foster school participation and interest
- All students will have the opportunity to earn awards and incentives through the McCardle PRIDE store to encourage attendance, behavioral, and academic success
- Students in grades 4-6 will have the opportunity to earn Block Maward based on attendance, academic success, and engagement in school opportunities
- Recognition will be given to students to foster participation in school activities
- Partnering with community for learning presentations (Zoo Mobile, Bricks for Kids, Artist in Residency, Mobile Dairy)
- Staff members are offered supplemental contracts to provide activities and clubs, after school, as they are available
- Extended learning opportunities will be available for students during winter and summer sessions

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies..

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

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

| McCardle Elementary 2024-2025- SPSA | |
|---|--|
| | |
| Staff, including Home School Liaison, will support English Learners and families through outreach, home visits, and other related services. These students will be encouraged to attend and engage in school activities and events. | With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences. |
| | 4. As a site: What are planned actions to support this student group? |
| | Staff will support socioeconomically disadvantaged students and families through outreach, home visits, and other related services. These students will be encouraged to attend and engage in school activities and events. |
| | 1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in. |
| | The SWD student population is performing at the lowest level in the areas of ELA and math. |
| | 2. Using Title I funds Only: What are the planned expenses to support this student group? |
| | With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies. |
| | 3. Using 7090/7091 funds only: What are the planned expenses to support this student group? |
| | With 7090 or 7091 funds we plan to support SWD by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences. |
| | 4. As a site: What are planned actions to support this student group? |
| | Staff will support SWD and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in school activities and events. |
| | |
| Action 2 | |
| Title: Attendance | |
| Action Detailer | |

Promising Evidence

McCardle Elementary will implement a school-wide reward/incentive attendance program for 100% classroom attendance and students with perfect and/or excellent attendance.

✓ Moderate Evidence

Explain the Progress Monitoring and data used for this Action

☐ Strong Evidence

Reasoning for using this action:

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

- ATLAS Attendance data
- Parent Square Log
- Daily Attendance report
- Power Bl

Owner(s):

Attendance data:

- Attendance Clerk
- Climate and Culture Team (CC Heroes)
- HSL
- Tier II IS
- Vice Principal
- Principal

Parent Meetings:

- Attendance Clerk
- HSL
- Tier II IS
- Vice Principal
- Principal

Quarterly Awards Assemblies:

- Teachers
- Vice Principal
- Principal

Timeline:

Implementation begins the first day of school and continues through June, 2025. Data will be analyzed quarterly.

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

- · Awards and incentives to encourage attendance
- Awards Assemblies
- Weekly Second Step lessons
- Weekly Classroom Meetings
- Implement school wide anti-bullying (Olweus) program
- Mustang Meadows social/emotional supports (Tier 1.5) to support students in feeling successful and connected to school
- Tier II IS to support students in feeling successful and connected to school
- Bi-weekly Attendance Parent Meetings with students and parents
- RCA will be provided to support students (Tier 1.5) with academics, behavior, attendance, and social emotional needs
- Students will be referred to the Targeted Support Team and/or Student Success Team when necessary to determine Tier 2 and 3 intervention supports

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

Staff will support English Learners and their families through outreach, home visits, and other related services

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7090 funds we plan to support socioeconomically disadvantaged students by providing reading intervention with a Certificated Tutor/Teaching Fellow and social emotional supports with a Resource Counseling

| McCardle Elementary 2024-2025- | SPS |
|--------------------------------|-----|
| | |
| | |

Assistant.

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

- Teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents
- Parent Square and/or Class Dojo will be utilized to contact parents regarding attendance
- At least once a month, utilizing Power Bi, data will be disaggregated by student groups to make sure students are receiving targeted supports and services
- Staff will support socioeconomically disadvantaged student group and families through outreach, home visits, and other related services

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

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7090 funds we plan to support SWD by providing reading intervention with a Certificated Tutor/Teaching Fellow and social emotional supports with a Resource Counseling Assistant.

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

- Teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents
- Parent Square and/or Class Dojo will be utilized to contact parents regarding attendance
- At least once a month, utilizing Power Bi, data will be disaggregated by student groups to make sure students are receiving targeted supports and services
- Staff will support SWD student group and families through outreach, home visits, and other related services

Action 3

Title: SFL and Behaviors

Action Details:

McCardle \Box ementary will implement a tiered level of response to behavior incidents and a Character Counts building program to reduce suspension rates, lessen distractions for all learners, enhance campus safety for all students, and moderate behaviors of students resulting in fewer conflicts with staff and other students. The Climate & Culture team will meet monthly to review data and determine actions to support a positive school climate. A Resource Counseling Assistant will provide an alternative recess location, individual and small group social/emotional supports, along with positive connections with an adult. Mentors will develop relationships with students and families to support increased academic achievement, improved attendance, and improved behaviors.

| Reasoning for using this action: | ☐ Strong Evidence | ✓ Moderate Evidence | ☐ Promising Evidence |
|----------------------------------|-------------------|---------------------|----------------------|
| | | | |

Explain the Progress Monitoring and data used for this Action

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

- · ATLAS misbehavior and positive behavior entries
- Weekly Suspension data
- MAC/CHAMPS Implementation
- Student Survey
- Staff Survey
- Power Bl
- Class Meeting Quarterly Documentation
- Second Step Quarterly Documentation
- Mustang Meadows Data
- Targeted Support Team process
- Student Success Team process
- Student Behavior Plans and informal Behavior Contracts

Owner(s):

- Teachers
- Resource Counseling Assistant
- Tier II IS
- Climate & Culture Team (CC Heroes)
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2025
- Data will be reviewed monthly by the Climate & Culture Team (CC Heroes)

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

- Magnificent Mustang Student of the Month to honor students demonstrating a Character Counts pillar of the month
- Mustang Meadows alternative recess location for students in grades 1-6 staffed by a Resource Counseling Assistant (Tier 1.5)
- Mustang Meadows social/emotional supports (Tier 1.5) to teach students social skills needed to be successful and feel connected to school
- All classrooms will implement weekly Classroom Meetings and Second Step lessons
- Implement Safe and Civil Schools initiatives as deemed necessary by Culture & Climate Team (i.e. cafeteria, playground, restrooms, recess activities) and provide rewards/incentives for positive behavior
- Implement school wide anti-bullying (Olweus) program
- Bi-weekly TST meetings to discuss student behavioral challenges and social emotional needs, identify support, monitor progress of students receiving intervention, and adjust supports as needed
- Assemblies for students making good choices
- Behavior contracts with incentives/rewards implemented with struggling students (Tier 2) to promote positive behavior
- Check In Check Out will be utilized by the Resource Counseling Assistant to provide daily check-in for goal reminders, monitoring forms, and rewards for identified (Tier 1.5) students
- Students will be referred to the Targeted Support Team and/or Student Success Team when necessary to determine Tier 2 and 3 intervention supports
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school dimate and as incentives

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

English Learners will participate in Tier 2 and 3 behavior interventions as necessary.

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

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

The white student group is performing at the lowest level in the area of suspension.

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

With Title I funds we plan to support the white student group by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support white student group by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

- Staff will support white student group and families through outreach, home visits, and other related services.
 White student group will participate in Tier 2 and 3 behavior interventions as necessary.
- At least once a month, utilizing Power Bi, data will be disaggregated by student group to make sure students are receiving targeted supports and services

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G3 - Increase student engagement in their school and community FTE Vendor / Purpose of Expenditure Action Funding Spending Activity Expense Personnel Budget Sup & Conc Attendance & Social Work Service Cls Sup-Reg Assistant, Resrce Cnslg 0.6875 Also supports G3A2&3 and G5A1 55,953.00 G3A1 LCFF: EL Also supports G3A2&3 and G5A1 5,087.00 G3A1 Attendance & Social Work Service Cls Sup-Reg Assistant, Resrce Cnslg 0.0625

\$61,040.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ~ | 95 % | 92.1 % | 2023-2024 | 95 % |

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

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

- Grounding in PLC+ framework in Professional Learning (PL) opportunities
- Direct support to PLCs from admin
- Sunshine Club to support staff connectedness and recognition
- Climate and Culture Team (CCT) provided opportunities for staff to "fill the buckets" of others
- PL incorporated Connection before Content to develop staff relationships and Cultural Proficiency
- Write Tools Professional Learning provided to support skillful writing
- PL on building positive relationships with students and support student social emotional needs
- Teachers completed 2 X 10's with identified students
- Lit Six Professional Learning for TK-1 teachers, admin, and Academic Coach including Reading Foundational Skills, Phonics, and differentiated small groups
- Literacy Walks completed to determine Problem of Practice and possible solutions
- MLD/SWUN Math side by side coaching for grades 4-6
- Personalized Learning Initiative Professional Learning focused on improving literacy

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

Teaching Staff Years of Experience

• Less than 5 years: 10

• 6-10 years: 6

• 11 or more years: 10

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

None

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

Professional Learning on Lit Six for TK-2 teachers
 Increasing focus, coherence, and rigor
 Increasing the use of the 8 mathematical practices

| None | | | | |
|--|---|--|-----------------|---|
| Step 4: Educational Partner Involvement. Share the specific stud school staff, as required. Record feedback and suggestions from | - | ection and analysis with the School Site Co | ouncil (SSC), E | English Learner Advisory Committee (ELAC), and |
| 1 SSC - (Teacher/Staff, Parents, and Secondary Students). | 2 ELAC: | | 3 Staff - (Cre | dentialed Staff, Classified Staff, and Administrators): |
| SSC reviewed parent and staff survey on 2/21/24 and made the following recommendations: Continue actins as funds allow | Continue all actions | | | collaborative process to provide input on 2/5/24 and continuing all actions |
| ction 1 | | | | |
| tle: Staff Recruitment and Retention | | | | |
| Action Details: | | | | |
| McCardle Elementary will provide opportunities for staff to engage in school | wide activities, incentives, and events | to promote a sense of belonging. | | |
| Reasoning for using this action: Strong Evidence | ✓ Moderate Evidence | ☐ Promising Evidence | | |
| Explain the Progress Monitoring and data used for this Action | | | | |
| Details: Explain the data which will specifically monitor progress to | oward each indicator target | Owner(s): | | Timeline: |
| HR Staffing Report | | Certificated Staff | | Implementation begins the first day of school and |
| Staff Survey Responses | | Classified Staff | | continues through June, 2025. Data will be monitored |
| Staff Attendance RatesMemberships (Sunshine Club/PTA) | | ILTClimate & Culture Team (CC Heroe | ae) | quarterly. |
| PLC Attendance and Artifacts | | Academic Coach | 53) | |
| Classroom walkthroughs and feedback (IPG Tool Data) | | Vice PrincipalPrincipal | | |
| Describe Direct Instructional Services to students, including mate | rials and supplies required (curric | ulum and instruction): | | |
| Student Academics: Increasing challenging content with integrated reading, writing Supporting Reading Foundational Skills for early learner students | | cademic discourse | | |

- Professional Learning on Write Tools strategies to support skillful writing by students
- · Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- · Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action
- Essential Standards and Backwards Mapping including Teacher Clarity
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- Digital Literacy and personalized learning
- Assessments
- Professional Learning Communities and PLC+
- Substitutes for teachers for quarterly backwards mapping and planning 3 days per teacher
- Supplemental contracts for teachers for instructional planning in August 4 hours per teacher
- o ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Professional Learning Community

· Student Centered and Real-World Learning:

- Developing teacher expertise in targeting instruction utilizing a Culturally Proficient lens, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support students
- Increasing academic discourse leading to greater student ownership
- Teachers will receive updates and information regarding student real-world learning experiences

Student Engagement:

- Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning
- · Teachers will receive updates and information regarding student engagement in the school and community
- Policies/procedures for Attendance program and Awards Assemblies
- Policies/procedures for daily attendance
- ATLAS data entry for positive behaviors and misbehaviors
- MAC/CHAMPS
- Second Step
- · Classroom/Morning Meetings
- · Tiered Levels of Response to Behaviors
- Social Emotional Learning

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

- Progress monitoring utilizing Ellevation
- Understanding the ELPAC Assessment
- Academic English Development through integrated and designated ELD
- Deconstructing ELD Standards and alignment with ELA standards
- Use of the EL Goal Setting Report to identify target students and their instructional needs
- Specific Write Tools strategies to support English Language learners

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

Staff will support socioeconomically disadvantaged students by analyzing student work to determine individual student need.

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

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support SWD by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

Staff will support SWD students by analyzing student work to determine individual student need.

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ~ | 95 % | 83.5 % | 2023-2024 | 90 % |

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

- 1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.
 - Parents had the opportunity to collaborate with the school through the use of Student Agendas/Planners in grades 4-6 and Homework Folders in Grades TK-6
 - Parents had the opportunity to collaborate with the school through Parent Square and Class Dojo
 - SSC and ELAC meetings were communicated through Parent Square and the school website
 - Parents were invited to student celebrations/recognition assemblies and programs
 - Families were invited to attend field trips, career presentations, and arts and athletics opportunities
 - PTA events such as Grandparent's Day, Movie Night, Bingo Night, and other family activities were provided
 - Parents were invited to attend bi-monthly Family Engagement Hours during which students performed

- 2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
 - Families don't always choose to participate

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

None

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

None

| Recommendations: Continue actions as funds allow Recommendations included: Continue use of Homework Folders and Ag communication with families Action 1 itle: Family Engagement Action Details: McCardle Elementarywill provide opportunities for family participation and involvement in a variety of activities to promote a sense of belonging and ownership. Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence Explain the Progress Monitoring and data used for this Action Details: Explain the data which will specifically monitor progress toward each indicator target Parent Suneyresponses Parent Suneyresponses Meeting Mnutes (PTA, SSC, ELAC) Implementation begins the first decontinues through June, 2025. Dilmate and Culture Team (CC Heroes) | |
|--|-------------------|
| • Continue use of Homework Folders and Ag communication with families *Action 1 itle: Family Engagement Action Details: McCardle Elementary will provide opportunities for family participation and involvement in a variety of activities to promote a sense of belonging and ownership. | |
| Continue use of Homework Folders and Ag communication with families Action 1 itle: Family Engagement Action Details: | |
| Continue use of Homework Folders and Ag communication with families Action 1 | |
| Continue use of Homework Folders and Ag communication with families | |
| Continue use of Homework Folders and Ag | |
| following recommendations: Continue actions as funds allow Recommendations included: | endas to support |
| SSC received parent and staff survey data on 2/21/24 and made the Continue actions Staff provided input and recommendations through | ı a Forms survey. |
| 1 SSC - (Teacher/Staff, Parents, and Secondary Students). 2 ELAC: | Administrators): |
| Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Communication school staff, as required. Record feedback and suggestions from each group below. | nittee (ELAC), ar |

- Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
- Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student
- o Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS Parent Portal, EduText, and ISLPs and parents will commit to reviewing student progress with students
- Parents will collaborate with the school through the use of Student Agendas/Planners and commit to reviewing the Agenda/Planner each night

- · Parents will collaborate with the school through the use of Homework Folders and commit to returning the completed homework in the folders
- A minimum of four SSC and ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school marquee, and School Messenger
- · Parents will be invited to student celebrations/recognition assemblies and programs throughout the year

Student Centered and Real-World Learning:

- Parents will be informed about opportunities (including field trips)
- Parents will be invited to present information about their career
- Parents will be invited to be guest readers on Read Across America Day

• Student Engagement:

- Parents will be informed about opportunities for intramural sports
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Bi-monthly Family Engagement Hours with coffee and food provided to encourage attendance and to provide information and support for families and build relationships/communication between home and school
- A McCardle School Parent Handbook will be distributed at the beginning of the school year with pertinent information as to how students and parents can be involved in school
- o An annual calendar listing all parent meetings will be distributed at the beginning of the school year, posted on the school website, Class Dojo messages, and in the weekly Parent Square message
- Back to School Night will be scheduled in August and a Title 1 Parent Meeting will be scheduled in September, with notification sent home prior to the first day of school
- Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Teachers will review individual students' attendance at the fall parent conference
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events
- Parent Contact encouraged with Level 2 behaviors and required with Level 3 behaviors

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

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

English Learner student population is performing at the lowest level in areas of none.

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

With Title I funds we plan to support English Learners by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

- Teachers will review EL Goal Setting Report, ELPAC, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency.
- Parent education classes will be provided as available
- Translating services will be provided as needed and available

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

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

The socioeconomically disadvantaged student population is performing at the lowest level in the area of ELA.

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

With Title I funds we plan to support the socioeconomically disadvantaged student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write Tools strategies.

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

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Parents will be invited to attend Attendance Conferences in an effort to improve attendance and support
 parents, and parents and students commit to improving attendance

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

The SWD student population is performing at the lowest level in the areas of ELA and math.

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

With Title I funds we plan to support the SWD student population by providing teachers with supplemental and substitute release PLC planning time and Professional Learning on Personalized Learning Initiative and Write

Tools strategies.

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

With 7090 or 7091 funds we plan to support SWD by providing computer site licenses, reading intervention with a Certificated Tutor/Teaching Fellow, social emotional supports with a Resource Counseling Assistant, and materials/supplies to support student centered and real-world learning experiences.

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

- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Parents will be invited to attend Attendance Conferences in an effort to improve attendance and support parents, and parents and students commit to improving attendance

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education Personnel FTE Vendor / Purpose of Expenditure Budget Action Funding Spending Activity Expense G5A1 Sup & Conc Mat & Supp Parent Participation Food 200.00 Parent Participation Mileage 100.00 G5A1 Sup & Conc Attendance & Social Work Service Local Mileag

\$300.00

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2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0330 McCardle Elementary (Locked)

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|--------|---------------|----------------------|-------------------|---------------|--------|--|------------|
| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | Subs for Write Tools (22 x 3 days), Planning (11 x 3), and PLi (5 x 4) Also supports G1A2&3, G4A1**No IEPs** | 25,085.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supp. planning (4 hours x 11 teachers) Also supports G1A2&3, G4A1 **No IEPs** | 2,452.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Scholastic News Also supports G1A2&3, G2A1 | 1,320.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | : Class Kick site license Also supports G1A2&3, G2A1 | 2,000.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials & supplies Also supports G1A2 **No incentives or food** | 914.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Write Tools, LLC : Write Tools PL Also supports G1A2&3, G4A1 | 10,950.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | Education Elements : Ed Elements PLi contract Also supports G1A2&3 | 5,964.00 |
| G1A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Agendas/Planners and Homework Folders Also supports G1A2&3, G5A1 **No incentives or food** | 1,730.00 |
| G1A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Parent Handbook Also supports G1A2&3, G5A1 | 750.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3750 | Also supports G1A3 | 46,773.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs SST/IEP/Data Chat Also supports G1A2&3, G3A12&3, G5A1 | 8,839.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Brain Pop and Reflex Math site licenses Also supports G1A2&3, G2A1 | 8,695.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies Also supportsG1A2&3, G2A1, G3A1, 2&3, G4A1, G5A1 | 13,501.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Also supports G1A2&3, G2A1 | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | National Library Conference Travel Also supports G1A2&3, G2A1,G4A1 | 1,500.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Color copier leases Also supports G1A2&3 | 8,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Tech Maintenance/Repair Also supports G1A2&3, G2A1, G4A1 | 1,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation: 1 Teaching Fellow (3.5 hours M-Th/104 days) Also supports G1A3 | 11,409.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0625 | Also supports G1A3 | 7,796.00 |
| G1A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Translation services Also supports G1A2&3, G3A2, G5A1 | 501.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 3,309.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Imagine Learning Tutoring (60 hours) | 3,371.00 |
| G1A3 | LCFF: EL | Instruction | Bks & Ref | | | Imagine Learning 10 licenses | 1,500.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies | 468.00 |
| G2A1 | Sup & Conc | Instruction | Mat & Supp | | | : Read Across America Food & Decorations Also supports G3A1, G5A1 | 250.00 |
| | | | | | | | 05/10/2024 |

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| G2A1 | Sup & Conc | Instruction | Mat & Supp | | | : Rewards and Incentives Also supports G3A1, 2 & 3 | 1,500.00 |
|------|------------|----------------------------------|--------------|-------------------------|--------|--|--------------|
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.6875 | Also supports G3A2&3 and G5A1 | 55,953.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.0625 | Also supports G3A2&3 and G5A1 | 5,087.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation Food | 200.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Service | Local Mileag | | | Mileage | 100.00 |
| | | | | | | | \$232,417.00 |

| Gra | and Total | \$232,417.00 |
|-----------------------|-----------|---------------|
| LCFF: EL | 7091 | \$22,032.00 |
| Sup & Conc | 7090 | \$159,220.00 |
| Title 1 Basic | 3010 | \$51,165.00 |
| Funding Source Totals | Unit # | Budget Totals |

| Grand Total | \$232,417.00 |
|---|---------------|
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$300.00 |
| G3 - Increase student engagement in their school and community | \$61,040.00 |
| G2 - Expand student-centered and real-world learning experiences | \$1,750.00 |
| G1 - Improve academic performance at challenging levels | \$169,327.00 |
| Goal Totals | Budget Totals |

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