

McCardle Elementary

10621666085120

Principal's Name: Linda McLaughlin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda McLaughlin	X				
2. Chairperson – Salvador Perez			X		
3. Vice Chairperson – Michelle Tynan		X			
4. Cori Merrill		X			
5. Jenielle Warkentin		X			
6. Lisa Braun				X	
7. Tom Zimoski				X	
8. Chrystal Nachtigall				X	
9. Ron Napier				X	
10. Liz Rocha Lee				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and 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		3/29/23
SSC Vice-Chairperson	Michelle Tynan		3/29/23

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 2023/24

McCardle - 0330

ON-SITE ALLOCATION

3010	Title I	\$49,680 *
7090	LCFF Supplemental & Concentration	\$157,963
7091	LCFF for English Learners	\$26,352
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$15,457</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$249,452

* 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	\$1,472
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$48,208</u>
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Total Title I Allocation	<u>\$49,680</u>
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McCardle Elementary 2023-2024 - 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	✓		-35 pts	2021-2022	-20 pts
SBAC ELA - percentage of students met/exceeded standard	✓		32.07 %	2021-2022	47 %
SBAC Math - Average distance from standard	✓		-39 pts	2021-2022	-20 pts
SBAC Math - percentage of students met/exceeded standard	✓		34.87 %	2021-2022	49 %

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 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 Mentors, and HSL
- Utilization of board adopted GVC for Special Day Classes (Wonder Works) and district specialized

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 3-6: Meets or Exceeds Standards

The Students with Disabilities (SWD) student group has 23.9% less students meeting or exceeding standards than schoolwide. This student group includes 49 out of 237 students. The average distance from standards is 47 higher than schoolwide for the SWD student group. The English Learner (EL) student group has 21.4% less students meeting or exceeding standards than schoolwide. This student group includes 28 out of 237 students. The average distance from standards is 17 higher than schoolwide for the EL student group.

i-Ready Reading D2

SWD student group had 5.8% less students meeting typical growth than schoolwide on i-Ready Reading. SWD student group had 8.9% less students meeting stretch growth than schoolwide.

Factors that may have contributed to the disproportionality for low performing student groups include:

- Staff absences and vacancies due to pandemic health protocols requiring quarantining
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD

curriculum (SRA)

- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports thorough 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

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. ReflexMath, FraxMath)
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELA, and Family Engagement Hour
- Academic, social emotional, and behavioral support from RCA, Hand in Hand Mentors, and HSL
- Utilization of board adopted GVC for Special Day Classes (Wonder Works) 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

instruction

- Students demonstrated less mastery in foundational reading skills and writing which required more intervention time

SBAC Math 3-6: Meets or Exceeds Standards

The SWD student group has 28.9% less students meeting or exceeding standards than schoolwide. This student group includes 50 out of 238 test takers. The average distance from standards is 62 higher than schoolwide for the SWD student group. The EL student group has 17% less students meeting or exceeding standards than schoolwide. This student group includes 28 out of 238 test takers. The average distance from standards is 13 higher than schoolwide for the EL student group.

i-Ready Math D2

SWD student group had 7.6% less students meeting typical growth than schoolwide on i-Ready Reading. SWD student group had 12% less students meeting stretch growth than schoolwide.

Factors that may have contributed to the disproportionality for low performing student groups include:

- Staff absences and vacancies due to pandemic health protocols requiring quarantining
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Inconsistent use of math manipulatives and tools
- Students demonstrated less mastery in foundational math skills which required more intervention time

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
- Inconsistent staffing in California Teaching Fellows
- After school tutoring/homework help for select identified African American students did not occur due to lack of staffing
- The Certificated Tutor provided reading intervention to 1st and 2nd grade students. California Teaching Fellows utilized both a push in and pull out model to support reading intervention in grades 3-6.

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 2023/24 SPSA.

Budget modifications for next year include eliminating California Teaching Fellows, reducing the additional funds to purchase technology and large screen monitors, and reduction in site licenses (Nearpod Library, Generation Genius, Mystery Science, and Headsprout)

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

1 SSC: SSC completed a needs assessment on 2/22/23 and made the following recommendations: Continue actions as funds allow	2 ELAC: Consider expanding after school tutoring for all grades. Continue actions for ELA and math.	3 Staff: Staff provided input and recommendations through a collaborative process on 2/14/23. 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 and Hand in Hand Mentors • Continue to provide Site Licenses and access to programs that support literacy (i.e. Brainpop, Scholastic News, Headsprout)
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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, iReady ELA, and Wonderworks intervention materials, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies. RCA and Hand in Hand Mentors 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
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Explain the Progress Monitoring and data used for this Action

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

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
- Foundational Skills Assessment (FSA)
- i-Ready Diagnostic administrations
- Common Formative Assessments
- Intervention Progress Monitoring
- IEP Progress Monitoring
- Grades
- Power BI
- Classroom walkthroughs and feedback

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- ILT
- Vice Principal
- Principal

Grade Level Assessments:

- Teachers
- PLC Teams
- ILT
- Vice Principal
- Principal

Progress Monitoring:

- Teachers
- PLC Teams
- ILT
- Certificated Tutor
- 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):

- Tier 1: Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- Tier 1 & 2: Inclusive Practices to increase mainstreaming time for SPED students 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 for a minimum of 30 minutes daily. The teacher will be the primary provider of small group intervention lessons and the tutor will assist with Foundational Skill building activities and supplemental intervention or enrichment in areas of need
 - Teachers will provide additional interventions to identified African American, EL students, foster, and economically disadvantaged
- 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 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-3 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 license for Brainpop 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 and Hand in Hand Mentors to support students with academics, behavior, and social emotional needs
- Tier 2 & 3: Students will be referred to the 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:

- Professional learning plan to address:
 - basic EL information (EL data resources, ELPAC information, redesignation criteria)
 - 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
- 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:

English Learner and students with disabilities (SWD) students needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards

English Learner and SWD 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

SWD will receive targeted support in accessing grade level content and text through the support of Resource Teacher and/or Case Manager

Action 2

Title: Math Academic Performance

Action Details:

McCardle Elementary will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content. Student learning/support will be based on whole group instruction, cooperative/collaborative learning groups, and targeted small group instruction for at risk groups with an emphasis on technology to improve mastery of grade level standards. RCA and Hand in Hand Mentors will support students with academics, behavior, and social emotional needs.

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
- 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
- ILT
- Vice Principal
- Principal

Grade Level Assessments:

- Teachers
- PLC Teams
- ILT
- Vice Principal
- Principal

Progress Monitoring:

- Teachers
- PLC Teams
- ILT
- 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):

- Tier 1: Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community 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 SPED students and to provide all students equitable access to succeed
- Tier 1 & 2: School site license for Brainpop 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 African American, EL students, foster, and economically disadvantaged
- 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 and Hand in Hand Mentors will support students with academics, behavior, and social emotional needs
- Tier 2 & 3: Students will be referred to the 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:

- Professional learning plan to address:
 - 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

Specify enhanced services for low-performing student groups:

- English Learner and students with disabilities (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

English Learner and SWD 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

- 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.

intervention will be part of the pool of students invited to after school tutoring programs

English Learner and 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

SWD students needing Tier 2 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)

Action 3

Title: EL Academic Performance

Action Details:

McCardle Elementary will implement a comprehensive, balanced language acquisition program with integrated and designated 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

- ELPAC
- Disaggregated i-Ready Diagnostic Results by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- Power BI
- 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
- 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:

- 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

Specify enhanced services for low-performing student groups:

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

2023-2024 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 2 days), Planning (21 x 3 days), MLD/Peer Observation (18 + 10) Also supports G1A2&3, G4A1 **No IEPs**	22,568.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp. planning (4 hours x 21 teachers) Also supports G1A2&3, G4A1 **No IEPs**	3,880.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News/Site Licenses Also supports G1A2&#, G2A1	4,850.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies Also supports G1A2 **No incentives or food**	5,235.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools, LLC: Write Tools PL Also supports G1A2&3, G4A1	7,011.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Ed Elements PLI contract Also supports G1A2&3	1,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners and Homework Folders Also supports G1A2&3, G5A1 **No Incentives or food**	1,800.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Handbook Also supports G1A2&3, G5A1	750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also supports G1A3	39,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs SST/IEP/data chat Also supports G1A2&3, G3A2&3, G5A1	7,203.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Connections Program License Also supports G1A2&3, G3A1, 2&3, GbA1	750.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2&3, G2A1, G3A1, 2&3, G4A1, G5A1	4,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Also supports G1A2&3, G2A1	1,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Color copier leases Also supports G1A2&3	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maint/Repair Also supports G1A2&3, G2A1, G4A1	1,000.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (2 x 6 hrs) Also supports G1A2&3, G3A1, 2&3, G5A1	39,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also supports G1A3	15,722.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services Also supports G1A2&3, G3A2, G5A1	491.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies Also supports G1A2&3, G2A1, 2&3, G3A1, G4A1, G5A1 **No incentives or food**	457.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (2 x 6 hrs) Also supports G1A2&3, G3A1,2&3, G5A1	15,000.00

2023-2024 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
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Imagine Learning Tutoring **No IEPs**	2,586.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,586.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning 15 licenses	2,250.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	178.00

\$186,908.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.35 %	81.51 %	2022-2023	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.

- Field trips were implemented again this year in all grades
- Events and club opportunities were limited
- Weekly classroom music and performance groups (Choir, Strings, and Band) were provided
- After school sports opportunities were provided
- Read Across America Day was 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, 86% of McCardle students responded favorably to "my school prepares me for life with real-world experiences" as compared to the districtwide elementary average of 81%

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, 3, and 4
- 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)

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 2023/24 SPSA.

See Goal 2

- Establish 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
- Encourage 100% of students to participate in district provided study trips
- Recruitment of students in grades 5-6 for music groups

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

1 SSC: SSC completed a needs assessment on 2/22/23 and made the following recommendations: Continue actions as funds allow	2 ELAC: Continue all actions	3 Staff: Staff provided input and recommendations through a collaborative process on 2/14/23. Recommendations included: • Continue to provide student awards and certificates • Continue all actions
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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

- ATLAS Engagements Data for Career Awareness opportunities
- 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

Owner(s):

- Teachers
- ILT
- CC Team (CC Heroes)
- Library Tech
- Vice Principal
- Principal

Timeline:

Implementation begins the first day of school and continues through June, 2024 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
- Volunteers from a variety of career will be invited to speak to classes about their career
- Continue to implement technology to prepare students for workplace competencies
- Materials, supplies and incentives to support career awareness activities

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Staff will support SWD 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.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Read Across America Food & Decorations Also supports G3A1, G5A1	250.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives Also supports G3A1,2&3	500.00

\$750.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	42.83 %	27.86 %	2022-2023	15 %
Suspension Rate - Semester 1	✓	1.75 %	0.8 %	2022-2023	0.4 %

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.

Attendance

- Communication of importance of school attendance via School Messenger, Class Dojo, teacher communication, SSC, and ELAC
- Office Assistant/HSL completed attendance calls for absent students
- Conferences held for Chronically Absent students
- Schoolwide reward program for 100% classroom attendance
- Perfect Attendance reward for 0 absence/tardy per quarter
- Excellent Attendance reward for 1-2 absence/tardy infractions per quarter

Suspension

- Behavior expectations presented to all students through the use of Nearpod lesson in Fall and first week of the Spring semester
- Guidelines for success posted in all common areas
- Utilization of Resource Counseling Assistant (RCA) and Hand in Hand Mentors to support Tier 2 social emotional and academic 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

- SWD student group had 3.4% more (representing 25 students) chronically absent than schoolwide
- Asian student group had 10 of 37 (27%) students chronically absent
- Pandemic health protocols required students to be absent from school

Suspension

- SWD student group had .5% more students suspended than schoolwide

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 2) to teach students social skills were impacted by lack of staff

- Connections Program was inconsistently implemented due to lack of staff
- Due to staffing shortages, both RCA and Hand in Hand Mentors services were impacted
- Schoolwide assemblies were not scheduled so as not to negatively impact instructional minutes
- McCardle Pride store not implemented until 4th quarter
- Block Mawards not implemented due to lack of after school opportunities for engagement

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 2023/24 SPSA.

None

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

1 SSC:	2 ELAC:	3 Staff:
SSC completed a needs assessment on 2/22/23 and made the following recommendations: Continue actions as funds allow	Continue all actions	Staff utilized a collaborative process to provide input on 2/14/23 and recommended continuing • Magnificent Mustangs of the month • McCardle Pride store

Action 1

Title: Student Engagement

Action Details:

McCardle Elementary 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 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

- Student Survey responses
- Attendance
- Suspension Rates
- Participation (rosters/member lists)
- McCardle PRIDE Store records
- Power BI

Owner(s):

- Teachers
- Climate and Culture Team (CC Heroes)
- Resource Counseling Assistant
- Hand in Hand Mentors
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2024
- 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 the Character Counts pillar of the month
- Class Dojo points awarded and incentivized
- Materials, supplies, awards, and incentives to support engagements
- 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Staff will support students and families through outreach, home visits, and other related services.

Action 2

Title: Attendance

Action Details:

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

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 Attendance data
- School Messenger Log
- Daily Attendance report
- Power BI

Owner(s):

Attendance data:

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

Parent Meetings:

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

Quarterly Awards Assemblies:

- Teachers
- Vice Principal
- Principal

Timeline:

Implementation begins the first day of school and continues through June, 2024. 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 2) to support students in feeling successful and connected to school
- Bi-weekly Attendance Parent Meetings with students and parents
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover their absence.
- RCA and Two Hand in Hand Mentors will be provided to support students (Tier 2) with academics, behavior, attendance, and social emotional needs
- Students will be referred to the Student Success Team when necessary to determine Tier 3 intervention supports

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents
- School Messenger 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 SWD to make sure students are receiving targeted supports and services
- Staff will support Asian and SWD subgroup students and families through outreach, home visits, and other related services. Students in these subgroups will be encouraged to attend Saturday Academy to recoup all day absences

Action 3

Title: SEL and Behaviors

Action Details:

McCardle Elementary 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 BI
- Class Meeting Quarterly Documentation
- Second Step Quarterly Documentation
- Mustang Meadows Data
- Connections Program Data
- Mentoring Program Data
- Student Success Team process
- Student Behavior Plans and informal Behavior Contracts

Owner(s):

- Teachers
- Resource Counseling Assistant
- Hand in Hand Mentors
- Climate & Culture Team (CC Heroes)
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2024
- 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 2)
- Mustang Meadows social/emotional supports (Tier 2) to teach students social skills needed to be successful and feel connected to school
- Mentors through Hand in Hand Mentoring to support (Tier 2) academic achievement, attendance, behaviors, and social emotional needs
- 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
- Assemblies for students making good choices
- Behavior contracts with incentives/rewards implemented with struggling students (Tier 2) to promote positive behavior
- The Connections Program will be utilized by the Resource Counseling Assistant to provide daily check-in for goal reminders, monitoring forms, and rewards for identified (Tier 2 and 3) students
- Students will be referred to the Student Success Team when necessary to determine Tier 3 intervention supports
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate and as incentives

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

- SWD subgroup will participate in Tier 2 and 3 behavior interventions as necessary.
- At least once a month, utilizing Power Bi, data will be disaggregated by SWD to make sure students are receiving targeted supports and services

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	Also supports G3A2&3, and G5A1	56,369.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	Also supports G3A2&3, and G5A1	5,125.00

\$61,494.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	97.73 %	92.56 %	2022-2023	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 Learning by Doing Professional Learning Communities (PLC) framework in Professional Learning (PL) opportunities
- Book study and implementation of The Teacher Clarity Playbook
- 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

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: 11
- 6-10 years: 5
- 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 2023/24 SPSA.

None

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

1 SSC: SSC completed a needs assessment on 2/22/23 and made the following recommendations: Continue actions as funds allow	2 ELAC: Continue all actions	3 Staff: Staff provided input and recommendations through a collaborative process on 2/14/23. Recommendations included: - Subs for planning, IEPs, SSTs, etc. - Subs for peer observation
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Action 1

Title: Staff Recruitment and Retention

Action Details:

McCardle Elementary will provide opportunities for staff to engage in schoolwide 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 toward each indicator target - HR Staffing Report - Staff Survey Responses - Staff Attendance Rates - Memberships (Sunshine Club/PTA) - PLC Attendance and Artifacts - Classroom walkthroughs and feedback (IPG Tool Data)	Owner(s): - Certificated Staff - Classified Staff - ILT - Climate & Culture Team (CC Heroes) - Vice Principal - Principal	Timeline: Implementation begins the first day of school and continues through June, 2024. Data will be monitored quarterly.
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Student Academics:
 - Increasing challenging content with integrated reading, writing, listening, and speaking, including academic discourse
 - Supporting Reading Foundational Skills for early learner students
 - Increasing focus, coherence, and rigor
 - Increasing the use of the 8 mathematical practices
 - 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
- 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
- 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
 - Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions
 - ATLAS data entry for positive behaviors and misbehaviors
 - MAC/CHAMPS
 - Second Step
 - Classroom/Morning Meetings
 - Tiered Levels of Response to Behaviors
 - Social Emotional Learning
 - Connections Program
 - Hand in Hand Mentoring Program

Specify enhanced services for Staff in support of EL students:

- 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 Staff to support low-performing student groups:

- Analysis of 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	✓	94.35 %	88.89 %	2022-2023	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.

- 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
- SSC and ELAC meetings were communicated through School Messenger 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 Grandparents Day, Movie Night, Bingo Night, and other family activities were provided

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 2023/24 SPSA.

None

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

1 SSC: SSC completed a needs assessment on 2/22/23 and made the following recommendations: Continue actions as funds allow	2 ELAC: Continue actions	3 Staff: Staff provided input and recommendations through a collaborative process on 2/14/23. Recommendations included: Continue use of Homework Folders and Agendas to support communication with families
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Action 1

Title: 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.

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 Survey responses - Meeting Minutes (PTA, SSC, ELAC) - Parent Coffee sign in records - Attendance at community events (Monster Mash, Family Bingo Night, Movie Night, etc.) - Parent Class attendance/sign in logs - Student Performances - Back to School Night attendance - Open House Attendance - Awards Assembly attendance	Owner(s): - Teachers - Climate and Culture Team (CC Heroes) - HSL - Tier II CWAS - Vice Principal - Principal	Timeline: Implementation begins the first day of school and continues through June, 2024. Data will be monitored quarterly.
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Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Student Academics:
 - 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
 - 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
 - An annual calendar listing all parent meetings will be distributed at the beginning of the school year, posted on the school website, and in the weekly School Messenger 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
 - Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover their absence
 - Parent Contact encouraged with Level 2 behaviors and required with Level 3 behaviors

Specify enhanced services for Families of EL students:

- 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 Families of low-performing student groups:

- 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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	200.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	100.00

\$300.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0330 McCardle Elementary (Locked)

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 2 days), Planning (21 x 3 days), MLD/Peer Observation (18 + 10) Also supports G1A2&3, G4A1 **No IEPs**	22,568.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp. planning (4 hours x 21 teachers) Also supports G1A2&3, G4A1 **No IEPs**	3,880.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News/Site Licenses Also supports G1A2&#, G2A1	4,850.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies Also supports G1A2 **No incentives or food**	5,235.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools, LLC: Write Tools PL Also supports G1A2&3, G4A1	7,011.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Ed Elements PLI contract Also supports G1A2&3	1,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners and Homework Folders Also supports G1A2&3, G5A1 **No Incentives or food**	1,800.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Handbook Also supports G1A2&3, G5A1	750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also supports G1A3	39,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs SST/IEP/data chat Also supports G1A2&3, G3A2&3, G5A1	7,203.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Connections Program License Also supports G1A2&3, G3A1, 2&3, GbA1	750.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Also supports G1A2&3, G2A1, G3A1, 2&3, G4A1, G5A1	4,287.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Also supports G1A2&3, G2A1	1,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Color copier leases Also supports G1A2&3	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maint/Repair Also supports G1A2&3, G2A1, G4A1	1,000.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (2 x 6 hrs) Also supports G1A2&3, G3A1, 2&3, G5A1	39,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also supports G1A3	15,722.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services Also supports G1A2&3, G3A2, G5A1	491.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies Also supports G1A2&3, G2A1, 2&3, G3A1, G4A1, G5A1 **No incentives or food**	457.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (2 x 6 hrs) Also supports G1A2&3, G3A1,2&3, G5A1	15,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Imagine Learning Tutoring **No IEPs**	2,586.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,586.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning 15 licenses	2,250.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	178.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Read Across America Food & Decorations Also supports G3A1, G5A1	250.00

G2A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives Also supports G3A1,2&3	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	Also supports G3A2&3, and G5A1	56,369.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	Also supports G3A2&3, and G5A1	5,125.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food	200.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	100.00
							\$249,452.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,680.00
Sup & Conc	7090	\$157,963.00
LCFF: EL	7091	\$26,352.00
One-time School	7099	\$15,457.00
Grand Total		\$249,452.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$186,908.00
G2 - Expand student-centered and real-world learning experiences	\$750.00
G3 - Increase student engagement in their school and community	\$61,494.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$300.00
Grand Total	\$249,452.00