

McCardle Elementary

10621666085120

Principal's Name: Linda White

Principal's Signature:



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

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District Goals	
<p>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.</p>	
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

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda White	X				
2. Chairperson - Angela Turpin				X	
3. Kristi Jarvis		X			
4. Lacey Moua		X			
5. Ami Rhodehamel-Johnson		X			
6. Amber Tarango			X		
7. Tom Zimoski				X	
8. Johnathan Bray				X	
9. Liz Rocha Lee				X	
10. Nate Stephenson				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 White		3/26/25
SSC Chairperson	Angela Turpin		3/26/25

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

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

FY 2025/26

McCardle - 0330

ON-SITE ALLOCATION

3010	Title I	\$49,128 *
7090	LCFF Supplemental & Concentration	\$153,360
7091	LCFF for English Learners	\$17,556

TOTAL 2025/26 ON-SITE ALLOCATION	\$220,044
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,424
Program Budget	\$47,704
Total Title I Allocation	\$49,128

ESSA Assistance Status: Not Identified for Assistance

McCardle Elementary 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		58.8 %	2023-2024	59.9 %
SBAC ELA - Average distance from standard	✓	38.3 pts	-52.1 pts	2023-2024	-37.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34.2 %	31.8 %	2023-2024	36.8 %
SBAC Math - Average distance from standard	✓	43.3 pts	-50.6 pts	2023-2024	-35.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	30.4 %	32.6 %	2023-2024	37.6 %

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

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

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

There is a large number of students not on grade level in the area of ELA and Math.

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

- Students are not accessing grade level text on a regular basis

- Students are not writing daily and for a purpose at their grade level
- Students not mastering foundational skills in the primary grades, ex. phonemic awareness

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

Reading intervention for students not on grade level

- Increase in standards rigor aligned text, task, and instruction
- MTSS: small group instruction to support gaps in student performance
- Professional learning for teachers focused on standards rigor and teacher clarity

Section B: Investigation

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

Action 1: ELA Academic Performance

Partially Implemented

Certificated Tutor and Teaching Fellow supported academic intervention for students through MTSS was fully implemented supporting students Grades 3-6 four days a week for small group instruction. There is a lack of consistency around MTSS time. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. Substitutes for planning was not fully implemented due to lack of available substitutes. TK-2 teachers received Professional Learning on Reading Foundational Skills through the Regional Literacy Plan. Teachers received three days of Write Tools Professional Learning which was fully implemented.

Action 2: Math Academic Performance

Partially Implemented

There is a lack of consistency around MTSS time. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. Substitutes for planning was not fully implemented due to lack of available substitutes. Reflex-FRAX Math Site license purchased and utilized by students in Gr. 3-6 to support Math instruction.

Action 3: EL Academic Performance

Partially Implemented

Professional learning provided to support designated and integrated ELD instruction, however, there was inconsistent strategy implementation. ELPAC assessors were provided to support ELPAC testing. Materials and technology was purchased to support ELD instruction and after school tutoring through Imagine Learning.

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

Action 1: ELA Academic Performance

Partially Effective

Comparing SBAC data from 2023 to 2024, we showed an overall increase of 2.6% proficiency in ELA. Although our percentage increased schoolwide, our distance from standard (DFS) showed a decrease of 1 point in ELA. Looking at our iReady results comparing D2 from 2023-24 to 2024-25, we decreased 1%.

Action 2: Math Academic Performance

Partially Effective

Comparing SBAC data from 2023 to 2024, we showed an increase of 7.2% proficiency in Math. Our distance from standard (DFS) increased from -58 to -55 (3 points). Looking at our iReady results comparing D2 from 2023-24 to 2024-25, we decreased 1.6%.

Action 3: EL Academic Performance

Partially Effective

Comparing SBAC data from 2023 to 2024, our English Learners showed no change in proficiency (7.7%) in ELA and a decrease in distance from standard (DFS) of -46 points. Comparing SBAC data from 2023 to 2024, our English Learners showed an overall increase in proficiency in Math of 11.5%. However, our distance from standard (DFS) for English Learners showed a decrease of -26 points.

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

We will continue our MTSS small group intervention with Certificated Tutor and Teaching Fellow in ELA, however, we will progress monitor and track data consistently. We need to ensure that students are matched with the correct intervention and track their progress regularly. Classroom teachers need to use data to determine small group differentiated instruction to support individual student needs in both ELA and math. The district funded Academic Coach will continue to support Write Tools, MLD strategies, blended/project based learning, Lit Six Reading Foundational Skills, Math, Science, and Social Studies.

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

SSC:

SSC reviewed Staff and Parent survey data on 1/29/25 and made the following recommendations: Continue actions as funds allow.

ELAC:

Continue actions for ELA and math.

Staff:

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

- Continue reading intervention with Certificated Tutor and Teaching Fellow
- 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, ClassKick, Reflex Math)

Action 1 :

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, Tier II IS, and Academic Coach will support students with academics, behavior, and social emotional needs.

Goal: By June 2025, McCardle Elementary will decrease the distance from meeting standards in ELA from -52.1 to -37.1 as measured by the Smarter Balanced Summative Assessment (SBAC).

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

- Tier 1: 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
- Tier 1 & 2: Students will be taught common language (Write Tools strategies) 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

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

- English Learner 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 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 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

Student Groups

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

Students with Disabilities (SWD):

Hispanic (HI):

- Supplemental/Substitute time for teacher quarterly planning and backwards mapping
- Teaching Fellow to support reading intervention
- Agendas/Planners and Homework Folders to support family engagement and communication
- Site licenses such as Brainpop and ClassKick purchased to support student engagement

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

Students with Disabilities (SWD):

Hispanic (HI):

- Resource Counseling Assistant
- Substitutes for SST/IEP meetings
- Pride Store tickets and prizes/incentives
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

Students with Disabilities (SWD):

Hispanic (HI):

- Classroom teachers use data to determine small group differentiated instruction to support individual student needs (targeted RTI)
- Ensure students are matched with the correct intervention and track their progress regularly

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Outcomes measured by walk through data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of foundational skills lessons.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments:

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. The number of students meeting their stretch growth will increase by 15% comparing last year's data to this year's data.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC Results: decrease the distance from meeting standards in ELA from -52.1 to -37.1.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, VP, and teachers.

Action 2 :

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, Tier II IS, and Academic Coach will support students with academics, behavior, and social emotional needs.

Goal: By June 2025, McCardle Elementary will decrease the distance from meeting standards in Mathematics from -50.6 to -35.6 as measured by the Smarter Balanced Summative Assessment (SBAC).

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

- Tier 1: 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, ClassKick, and ReflexMath 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

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

- 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 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 EL students

Student Groups

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

Socio-economically Disadvantaged (SED):

- Supplemental/Substitute time for teacher quarterly planning and backwards mapping
- Agendas/Planners and Homework Folders to support family engagement and communication

- Site licenses such as Brainpop, ClassKick, and Reflex/Frax purchased to support student engagement

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

Socio-economically Disadvantaged (SED):

- Resource Counseling Assistant
- Substitutes for SST meetings
- Pride Store tickets and prizes/incentives
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

Socio-economically Disadvantaged (SED):

- Classroom teachers use data to determine small group differentiated instruction to support individual student needs (targeted RTI)
- Ensure students are matched with the correct intervention and track their progress regularly

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:</p> <p>Outcomes measured by walk through data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of mathematical practices.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments:</p> <p>Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. The number of students meeting their stretch growth in Math will increase by 15% comparing last year's data to this year's data.</p> <p>Outcomes monitored by teachers, grade level PLCs, and admin.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC Results: decrease the distance from meeting standards in Mathematics from -50.6 to -35.6.</p> <p>Outcomes measured by growth from distance from standard.</p> <p>Outcomes monitored by Principal, VP, and teachers.</p>

Action 3 :

EL Academic Performance

Action Details:

McCardle Elementary will implement a comprehensive, balanced language acquisition program with integrated and designated English Language Development.

Goal: By June 2025, McCardle Elementary will increase the percentage of students who increase one ELPI level from 58.8% to 59.9%.

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

All services for English Learners are listed in the box below.

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

- Tier 1: 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: 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, markers, crayons, and other associated items to support ELD instruction and intervention program needs

Student Groups

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

Socio-economically Disadvantaged (SED):

- Provide after school tutoring for 10 EL students utilizing Imagine Learning adaptive software
- Supplemental/Substitute time for teacher quarterly planning and backwards mapping
- Agendas/Planners and Homework Folders to support family engagement and communication
- Site licenses such as Brainpop and ClassKick purchased to support student engagement

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

Socio-economically Disadvantaged (SED):

- Resource Counseling Assistant
- Substitutes for SST meetings
- Pride Store tickets and prizes/incentives
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

Socio-economically Disadvantaged (SED):

- Classroom teachers use data to determine small group differentiated instruction to support individual student needs (targeted RTI)
- Ensure students are matched with the correct intervention and track their progress regularly

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Outcomes measured by walk through data focused on IPG and PL school focus areas. 80% of classroom observations will show implementation of strategies to support English Learners.

Outcomes monitored by Principal, VP, and teachers.

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

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments:

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. The number of students meeting their stretch growth in ELA and Math will increase by 10% comparing last year's data to this year's data.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

ELPI:

Outcomes measured by improvement of one level from 58.8% to 59.9%

Outcomes monitored by Principal, VP, and teachers.

2025-2026 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 Planning (23 x 2 days) Also supports G1A2 & #, G4A1 *No IEPs OR 504s*	12,404.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Planning (4 hours x 23 teachers) Also supports G1A2 & 3, G4A1 *No IEPs OR 504s*	5,811.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site licenses (Brainpop, Classkick, Reflex/Frax) Also supports G1A2 & 3, G2A1	11,097.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies Also supports G1A2 *No Food or Incentives*	1,231.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 1 Teaching Fellow (3.5 hours M-Th/103 days) Also supports G1A3	11,733.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners and Homework Folders Also supports G1A2 & 3, G5A1 *No Food or Incentives*	2,300.00
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	SSC approved on 1/29/25	56,077.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs SST/IEP/Data Chat Also supports G1A2 & 3, G3A1, 2, & 3, G5A1	10,221.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Scholastic News Also supports G1A2 & 3, G2A1	1,375.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies Also supports G1A2 & 3, G2A1, G3A1, 2 & 3, G4A1, G5A1	12,671.00
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	9,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance/Repair Also supports G1A2 & 3, G2A1, G4A1	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	SSC approved on 1/29/25	9,346.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services Also supports G1A2 & 3, G3A2, G5A1	202.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Imagine Learning Tutoring (60 hours) *No IEPs OR 504s*	3,802.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessor	950.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Imagine Learning 10 licenses	1,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	2,868.00
G1A3		Instruction	Mat & Supp				51.00

2025-2026 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	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	54 nn

\$156,892.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	88 %	79 %	2024-2025	82 %

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

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

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

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Climate & Culture student survey declined 3% from Spring 2024 to Fall 2024.

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

- Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs
- Parents not wanting to send students on trips out of town

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

- Increase extracurricular activities
- Parent informational meetings to discuss the opportunities and student participation in real-world learning experiences. Teachers and staff help connect the purpose of the field trips and student engagements to the student-centered/real-world opportunities

Section B: Investigation

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

Action 1: Real World Learning Experiences

Partially Implemented

- Field trips were implemented at all grade levels. Not all parents felt comfortable with their student leaving campus.
- Events and club opportunities, including Cheer, Coder Club, Minecraft, Game Club, Battle of the Books, and Student Leadership were provided
- Weekly classroom music and performance groups (Choir, Recorders, String, and Band) were provided, however, there was a high absentee rate for one of the music teachers. In addition, music performance groups were limited to grades 4-6.
- After school sports opportunities were provided, but were only available to grades 5 and 6 (other than Cross Country and Track which are grades 3-6).
- The ASES program was available for all students and real-world learning experiences were provided by outside vendors (including cooking, nutrition, gardening, and STEM activities)
- 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.
- Technology was implemented to prepare students for workplace competencies

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

Action 1: Real World Learning Experiences

Ineffective

The decrease in the Climate & Culture student survey data shows that students don't feel like they don't have enough opportunities to participate in student centered and real-world learning experiences.

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

- We will educate students about field trips, Pride tickets to purchase in a token economy, and ASES experiences all qualify as real-world learning experiences
- We will increase the number of activities available for students to choose from
- Recruit staff and educational partners who are willing to provide/supervise activities
- We will utilize the district funded HSL to make contact with families to discuss the importance of students participating in real-world learning experience opportunities
- Utilize Prop 28 funds to hire a part time Visual Arts teacher

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

SSC:

ELAC:

Staff:

SSC reviewed parent and staff survey results on 1/29/25 and made the following recommendations: Continue actions as funds allow

Continue all actions

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

Action 1 :

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.

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

- 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 STEM opportunities
- .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
- Fresno State Think Program scheduled with classrooms to support exploring careers through design challenges
- Opportunities to participate in Innovation Day for grades 3-6
- 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

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

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. Student engagement data of EL students will be monitored for disproportionality.

Student Groups

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

Students with Disabilities (SWD):

Site licenses such as Brainpop, ReflexMath, and ClassKick are purchased to support student engagement.

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

Students with Disabilities (SWD):

- Resource Counseling Assistant
- Substitutes for SST meetings
- Pride Store tickets and prizes/incentives
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

Students with Disabilities (SWD):

- Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

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

Shape these behaviors...

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

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Responses on the Climate and Culture Surveys will increase by 3% compared to last year.

Outcomes measured through Panorama.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

2025-2026 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			: Rewards and Incentives Also supports G2A1, G3A1, 2, & 3	1,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Read Across America Food & Decorations Also supports G3A1, G5A1	250.00

\$1,750.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		26.6 %	2023-2024	23 %
Chronic Absenteeism - (Hispanic)	✓		31.5 %	2023-2024	28 %
Suspension Rate	✓	0.75 %	3.1 %	2023-2024	2.5 %
Suspension Rate - (African American)	✓		13.3 %	2023-2024	12.5 %
Suspension Rate - (White)	✓	0.75 %	6.4 %	2023-2024	5.6 %

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

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

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

Based on the metrics in this current goal, chronic absenteeism has decreased. The identified student group is Hispanic. Suspensions have decreased. Identified student groups are African American and White.

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

- Students who are chronically absent continue to be absent despite attendance meetings, incentives, Tier 2 support, etc.
- High percentage of students are exposed to trauma
- Low participation at attendance meetings

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

- Attendance awareness presentation for parents at Back to School Night

- Increase home visits
- Increased adult supervision in common areas
- Professional learning on SEL and strategies to promote positive behavior

Section B: Investigation

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

Action 1: Student Engagement

Fully Implemented

Students participated and were involved in a variety of activities, including music, athletics, enrichment trips, schoolwide events, and after-school activities. Students in 4th-6th had the opportunity to earn Block Mawards.

Action 2: Attendance

Fully Implemented

Classrooms with ten days of perfect attendance earned popcorn and movie parties. Students with perfect and excellent (1-2 infractions) earned awards at the Quarterly Awards Assemblies.

Action 3: SEL and Behaviors

Partially Implemented

We continue to implement a tiered response to behaviors but our students with Tier 3 behaviors have increased. Students come with a lack of skills and coping strategies. The Climate & Culture team met monthly to review data and plan for actions. The Resource Counseling Assistant implemented the alternative recess location, SEL supports, and check in, check out. Mentors were not implemented.

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

Action 1: Student Engagement

Partially Effective

Based on the School Climate Student Survey, 79% of students rated positively for student engagement in both Spring of 2024 and Fall of 2024.

Action 2: Attendance

Partially Effective

Chronic Absenteeism decreased overall from 24.8 % to 20.6%.

Action 3: SEL and Behaviors

Partially Effective

The Suspension Rate decreased from 7.29% in 22-23 to 4.50% in 23-24.

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

- Continue to recruit adults to provide extra-curricular activities
- TST meetings will focus on attendance and HSL will be included in these meetings
- TST meetings will focus on suspensions and Tier 2 Intervention Specialist will be included in these meetings

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

SSC:

SSC reviewed parent and staff survey results on 1/29/25 and made the following recommendations: Continue actions as funds allow

ELAC:

Continue all actions

Staff:

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

Action 1 :

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.

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

- Magnificent Mustang - Student of the Month - to honor students demonstrating the Character Counts pillar of the month
- Class Dojo points awarded and incentivized
- Morning/Class Meetings for all students to promote social emotional awareness and provide strategies to engage in positive peer relationships
- Students will receive instruction on school-wide behavioral expectations through a variety of formats
- 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

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

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.

Student Groups

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

Socio-economically Disadvantaged (SED):

Site licenses such as Brainpop, ReflexMath, and ClassKick are purchased to support student engagement.

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

Socio-economically Disadvantaged (SED):

- Resource Counseling Assistant
- Substitutes for SST meetings
- Pride Store tickets and prizes/incentives
- Rewards/incentives for student engagement
- Materials and supplies to support student engagement activities

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

Socio-economically Disadvantaged (SED):

- Hold Family Engagement Hours focused on improving student engagement.
- Continue current actions to encourage student engagement and increase family attendance for after school events/functions.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase number of students participating in schoolwide events</p> <p>Increase the number of students entered using the ATLAS Engagement Tool.</p> <p>Outcomes measured by monthly CCT meetings to review/analyze engagement data by school and grade level.</p> <p>Outcomes monitored by Principal, VP and CCT.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase percentage of students positively rating for student engagement on the Climate & Culture Student Survey from 79% Fall 2024 to 81% Fall 2025.</p> <p>Outcomes measured by CCT meetings to review/analyze Panorama data.</p> <p>Outcomes monitored by Principal, VP and CCT.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase percentage of students positively rating for student engagement on the Climate & Culture Student Survey from 79% Fall 2024 to 85% Spring 2026.</p> <p>Outcomes measured by CCT meetings to review/analyze Panorama data.</p> <p>Outcomes monitored by Principal, VP and CCT.</p>

Action 2 :

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.

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

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

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

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

Student Groups

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

Site licenses such as Brainpop, Reflex Math, and ClassKick are purchased to support student engagement and promote attendance

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Resource Counseling Assistant
- Substitutes for SST/IEP meetings
- Rewards/incentives for student attendance
- Materials and supplies to support student attendance

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Hold Family Engagement Hours focused on improving student attendance.
- Continue current actions to encourage good attendance

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate monthly compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Principal, VP, Teachers, and TST.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate by semester compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Principal, VP, Teachers, and TST.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate from this year to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.</p> <p>Outcomes monitored by Principal, VP, Teachers, and TST.</p>

Action 3 :

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.

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

- 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) and social/emotional supports 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 climate and as incentives

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

- Ongoing progress monitoring by student groups to ensure the progress of students aligned with our overall student population
- Provide services through IS II
- Our TST will meet bi-weekly to specifically track progress of EL students with high suspension rates
- Continue providing supports through MTSS and SSTs

Student Groups

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

White (WH):

African American (AA):

Site licenses such as Brainpop, Reflex Math, and ClassKick are purchased to support student engagement.

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

White (WH):

African American (AA):

- Resource Counseling Assistant
- Substitutes for SST/IEP meetings
- Rewards/incentives for student engagement and promoting positive behaviors
- Materials and supplies to support positive student behaviors

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

White (WH):

African American (AA):

- Continue current actions to encourage positive school behavior
- Increase professional learning to provide teachers with strategies to support Tier 2 and 3 behaviors

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

Decrease in suspensions monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST, and CCT.

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

Shape these behaviors...

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

Decrease in suspensions by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Decrease in suspensions overall from last year to this year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Principal, VP, TST, and CCT.

2025-2026 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	SSC Approved on 1/29/25	55,966.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	SSC Approved on 1/29/25	5,086.00

\$61,052.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95 %	91 %	2024-2025	92.1 %

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

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

Need for increase in staff voice in decision making practices so that all staff feels valued.

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

- Limited professional learning meeting time for certificated staff
- Inequitable site professional learning time (certificated vs. classified)

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

- Strategically plan quarterly classified professional learning opportunities
- We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, and feedback forms.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
- We will have the CC team survey staff so they have full buy in with staff connectedness events/activities.
- Continue to provide weekly updates sent to the entire staff by the principal to keep staff connected.

Section B: Investigation

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

Action 1: Staff Recruitment and Retention

Partially Implemented

Due to a decrease in professional learning time, less time was spent on gathering staff voice in decision making practices.

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

Action 1: Staff Recruitment and Retention

Partially Effective

There was a decrease of 1% favorable responses from the Fall 2023 to the Fall 2024 Climate and Culture survey.

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

- Increased opportunities for all staff to engage in the decision making process
 - Schedule quarterly PL for classified staff to increase their voice
- Training for teachers in PLC+ structures and implementation
- Differentiated Professional Learning opportunities

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

SSC:

SSC reviewed parent and staff survey on 1/29/25 and made the following recommendations: Continue actions as funds allow

ELAC:

Continue all actions

Staff:

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

Action 1 :

Staff Connectedness

Action Details:

McCardle Elementary will provide opportunities for staff to engage in schoolwide activities to promote a sense of belonging and provide opportunities for all staff to be a part of the decision making process.

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

- **Student Academics:**
 - Increasing challenging content with integrated reading, writing, listening, and speaking, including academic discourse
 - Supporting Reading Foundational Skills for early learner students
 - Professional Learning on Lit Six for TK-2 teachers
 - District funded Academic Coach to provide job-embedded professional learning
 - Increasing focus, coherence, and rigor
 - Increasing the use of the 8 mathematical practices
 - 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
 - Supplemental contracts for teachers for instructional planning in August
 - 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

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

- Progress monitoring utilizing Elevation
- Understanding the ELPAC Assessment
- Academic English Development through integrated and designated ELD
- Academic Coach to support teachers in the area of integrated and designated ELD instruction
- Deconstructing ELD Standards and alignment with ELA standards
- Use of the EL Goal Setting Report to identify target students and their instructional needs
- After school Imagine Learning Tutoring

Student Groups

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

Socio-economically Disadvantaged (SED):

- Supplemental Planning and Substitute release time for planning and backwards mapping
- Site Licenses such as Brainpop and ClassKick
- Scholastic News subscription to provide access to text that can be annotated
- Materials and supplies to support instruction

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

Socio-economically Disadvantaged (SED):

- Certificated Tutor and Teaching Fellow to support reading intervention
- Resource Counseling Assistant to support academic, behavioral, and social emotional needs
- Substitute coverage for IEP and SST meetings
- Technology
- Rewards and Incentives

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

Socio-economically Disadvantaged (SED):

- Professional learning opportunities for staff
- Opportunities for staff voice in decision making process

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

We will measure the effectiveness of professional learning around Foundational Skills, strategic differentiated instruction, and the Coaching Cycle during the first semester.

Outcomes measured with iReady 1 and iReady 2 Diagnostic administrations. There will be a 3% increase of students who met 40% or above stretch growth.

Outcomes monitored by Principal, VP, Academic Coach, and teachers.

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

Shape these behaviors...

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

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by staff survey results in the organizational domain. There will be an increase of 1.1% favorable.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will see an increase in the Fall Climate & Culture staff survey from last year to this year.

Outcomes measured by staff survey results in the organizational domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	92 %	2024-2025	93.1 %

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

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

We have had challenges getting families to come to meetings to support their student's achievement.

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

- Not all of our parents are able to take the time to attend meetings due to work and family conflicts
- Not all of our parents access Parent Square or other forms of communication to keep abreast of current events
- Not all parents are comfortable using technology to support communication

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

- Offer more compatible (including virtual) options
- Increase positive contacts home
- Offer opportunities for parents to connect with Home School Liaison to train and support technology usage for connection

Section B: Investigation

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

Action 1: Family Engagement

Fully Implemented

This action was fully implemented. We provide multiple opportunities for parents to participate in family events, business meetings, and parent classes, however, we still do not have as much participation as we want.

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

Action 1: Family Engagement

Partially Effective

The Fall Climate & Culture family survey shows that not all parents feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation is still low, and the same parents attend most events.

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

We will strengthen our efforts to increase parent participation by providing more positive contacts home and more opportunities for parents to connect with the Home School Liaison to support technology usage.

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

SSC:

SSC reviewed Staff and Parent Survey results on 1/29/25 and made the following recommendations: Continue actions as funds allow.

ELAC:

Continue actions

Staff:

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

- Continue use of Homework Folders and Agendas to support communication with families

Action 1 :

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.

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

- **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 Parent Square
 - 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, 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

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

- 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 by the HSL
- Translating services will be provided as needed and available
- HSL and EL Site Rep will work with EL families

Student Groups

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

Socio-economically Disadvantaged (SED):

- Agendas/Planners, Homework Folders, and Parent Handbook will be provided to support communication with families.

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

Socio-economically Disadvantaged (SED):

- Materials and supplies (including food) to support parent classes
- Mileage reimbursement for HSL to conduct home visits
- Substitute Salaries for SST/IEP Days

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

Socio-economically Disadvantaged (SED):

- Parent Classes provided by district funded HSL
- Opportunities for parents to attend Goal 2 enrichment trips
- SST meetings to address the needs of our low performing groups
- Ensure consistent communication with all parents
- Increasing opportunities for parent engagement during and after school hours

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

We will see an increase in attendance at the Title 1 Parent Meeting, Back to School Night, and at Parent Conferences.

Outcomes measured by attendance rosters. There will be a 5% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

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

Shape these behaviors...

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

We will see an increase from Fall to Spring Climate and Culture survey.

Outcomes measured by family engagement domain. There will be an increase of 1.1% favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will see an increase in the Spring Climate and Culture survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers.

2025-2026 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	250.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	100.00

\$350.00

2025-2026 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 Planning (23 x 2 days) Also supports G1A2 & #, G4A1 *No IEPs OR 504s*	12,404.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Planning (4 hours x 23 teachers) Also supports G1A2 & 3, G4A1 *No IEPs OR 504s*	5,811.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site licenses (Brainpop, Classkick, Reflex/Frax) Also supports G1A2 & 3, G2A1	11,097.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies Also supports G1A2 *No Food or Incentives*	1,231.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 1 Teaching Fellow (3.5 hours M-Th/103 days) Also supports G1A3	11,733.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners and Homework Folders Also supports G1A2 & 3, G5A1 *No Food or Incentives*	2,300.00
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	SSC approved on 1/29/25	56,077.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs SST/IEP/Data Chat Also supports G1A2 & 3, G3A1, 2, & 3, G5A1	10,221.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Scholastic News Also supports G1A2 & 3, G2A1	1,375.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies Also supports G1A2 & 3, G2A1, G3A1, 2 & 3, G4A1, G5A1	12,671.00
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	9,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance/Repair Also supports G1A2 & 3, G2A1, G4A1	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	SSC approved on 1/29/25	9,346.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services Also supports G1A2 & 3, G3A2, G5A1	202.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Imagine Learning Tutoring (60 hours) *No IEPs OR 504s*	3,802.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessor	950.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Imagine Learning 10 licenses	1,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	2,868.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	54.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Rewards and Incentives Also supports G2A1, G3A1, 2, & 3	1,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Read Across America Food & Decorations Also supports G3A1, G5A1	250.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	SSC Approved on 1/29/25	55,966.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	SSC Approved on 1/29/25	5,086.00

G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation Food	250.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag	Mileage	100.00
					\$220,044.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,128.00
Sup & Conc	7090	\$153,360.00
LCFF: EL	7091	\$17,556.00
Grand Total		\$220,044.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$156,892.00
G2 - Expand student-centered and real-world learning experiences	\$1,750.00
G3 - Increase student engagement in their school and community	\$61,052.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$350.00
Grand Total	\$220,044.00