


McCardle Elementary

10621666085120

Principal's Name: Linda McLaughlin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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 subgroups 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 (DAC and 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 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 re-written 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 McLaughlin	X				
2. Chairperson - Lisa Strickland		X			
3. Ron Kludas		X			
4. Kristi Jarvis		X			
5. Monica Jacobs			X		
6. Jackie Cortez				X	
7. Magdaly Alvarado				X	
8. Dee Thao				X	
9. Corina Roth				X	
10. HuXiang Wu				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		4/29/2020
SSC Chairperson	Lisa Strickland		4/29/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

McCardle - 0330

ON-SITE ALLOCATION

3010	Title I	\$43,566 *
7090	LCFF Supplemental & Concentration	\$134,694
7091	LCFF for English Learners	\$25,146
TOTAL 2020/21 ON-SITE ALLOCATION		\$203,406

* 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	\$1,233
Remaining Title I funds are at the discretion of the School Site Council	\$42,333
Total Title I Allocation	\$43,566

McCardle Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	61.622 %	52.301 %	2018-2019	59.301 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	58.681 %	49.583 %	2018-2019	56.583 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Actions currently working are the three tiered approach to improve Foundational Reading Skills and comprehension of complex text, common PLC formative assessments, reading intervention provided by the Certificated Tutor, and the focus on providing personalized learning experiences where students reflect and own their learning. Overall, students have shown site wide growth as indicated in growth in i-Ready Diagnostic 1 to Diagnostic 2 with an increase of students in Tier 1 from 23% to 32% and a decrease of students in Tier 3 from 34% to 28%. Second grade more than doubled the number of students in Tier 1, increasing from 16% on Diagnostic 1 to 34% on Diagnostic 2. With the purchase of additional computers, all classrooms now have a 1:1 ratio of available technology.

Observation data demonstrates that 32% of the time, students are not yet or only somewhat responsible for doing the thinking in the classroom. i-Ready materials were not purchased with SPSA funds since it was provided by FUSD. I-Ready Diagnostic data demonstrates that in third grade, although the percentage of students in Tier 1 increased from 35% to 38%, the number of students in Tier 3 also increased from 35% to 36%. Currently all other actions are working or there has not been enough data gathered to deem actions ineffective.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Actions currently working are providing learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application, high quality first instruction including whole

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students. Along with the academic supports students are receiving they need additional SEL support. Site-wide ELA SBAC scores decreased from 54.6% meeting or exceeding standards in 2018 to 52.3% in 2019. The gap for English Learner students increased as only 15% were meeting or exceeding standards in 2019 which was an 8.5% decrease from 2018. English Learner students need to be a targeted subgroup for interventions and support.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students. Along with the academic supports students are receiving they need additional SEL support. Site-wide Math SBAC scores decreased from 51.7% meeting or exceeding standards in 2018 to 49.6% in 2019. The gap for English Learner students increased as only 10% were meeting or exceeding standards in 2019 which was a 25.3% decrease from 2018. English Learner students need to be a targeted subgroup for interventions and support.

English Learners:

Due to the redesignation of a large number of students last year, we currently have only 1 Level 4 EL student and 16 Level 3 EL students. The majority of our EL students are ELD Levels 1 and 2. We are not consistent with monitoring English Learner students and need to make it a priority when discussing students during

group, cooperative/collaborative learning groups, and targeted small group instruction for at risk students, and the focus on providing personalized learning experiences where students reflect and own their learning. Overall, students have shown site wide growth as indicated in growth in i-Ready Diagnostic 1 to Diagnostic 2 with an increase of students in Tier 1 from 14% to 26% and a decrease of students in Tier 3 from 37% to 24%. Four grade levels increased by at least double the number of students in Tier 1 from Diagnostic 1 to Diagnostic 2 (1st grade: 6% to 14%, 2nd grade: 8% to 30%, 3rd grade: 9% to 18%, 4th grade: 14% to 29%). With the purchase of additional computers, all classrooms now have a 1:1 ratio of available technology.

Observation data demonstrates that 32% of the time, students are not yet or only somewhat responsible for doing the thinking in the classroom. i-Ready materials were not purchased with SPSA funds since it was provided by FUSD. Currently all other actions are working or there has not been enough data gathered to deem actions ineffective.

English Learners:

The current Redesignation Rate is 1.6% as compared to 18.8% last year and 5.3% the previous year. i-Ready Diagnostic 2 demonstrates that 7/54 (13%) are on grade level, 18/54 (33%) are one grade level behind, and 29/54 (54%) are two grade levels behind in Reading and 8/54 (15%) are on grade level, 28/54 (52%) are one grade level behind, and 18/54 (33%) are two grade levels behind in Math. English Learners are significantly disproportionate to schoolwide rates.

PLC data analysis. Professional Learning is needed to ensure teachers are providing both integrated and designated English Language Development consistently and that English Learners are being provided equitable access to the Standard Instructional Program.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major plan shift was the utilization of iReady as the district common assessment rather than purchasing i-Ready ELA through the SPSA. This provided additional data and diagnostic information, but staff needs further training on how to utilize the data and make shifts in their teaching (including in supporting English Learners). This is changing the dynamics of PLC work. Due to this program shifts have been made towards purchasing more technology, including computers, carts, and projectors.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Budget modifications for next year may include adding FTE or contracts for additional English Learner and social-emotional support. Change in actions will be found in Goal 1 Actions #1, 2, and 3.

Step 4: Stakeholder 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:

Continue actions for ELA and math. Consider providing more supports for English Learners and social-emotional supports as

2 ELAC:

Continue actions for ELA and math. Consider providing after school tutoring for English Learners.

3 Staff:

Consider adding a mentoring program to support social emotional needs. Consider adding supports for English Learners.

funds allow. Consider purchasing Generation Genius (science program) and/or Lalilo (phonics and reading comprehension) site licenses.

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. A Hand in Hand Mentor 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
- KAIG quarterly administrations
- i-Ready Diagnostic administrations
- Common Formative Assessments
- Intervention 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
- 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: PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
 - Students in grades K-4 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 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: Differentiated instruction in grades K-1 through online subscriptions to early learning adaptive literacy software Headsprout to support the individualized needs of students to improve reading skills and comprehension
- 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, Generation Genius, Nearpod, and Mystery Science to support academic achievement
- Tier 1: Increase the digital literacy of students in alignment with the Technology standards
- Tier 1, 2 & 3: A Hand in Hand Mentor will support students with academics, behavior, and social emotional needs
- Tier 2 & 3: After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's, and Economically Disadvantaged)
- 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 (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
- 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

Explain the actions for Parent Involvement (required by Title I):

- 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
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- 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

Specify enhanced services for low-performing student groups:

- African American students will be connected to Hand in Hand mentors which will support their SEL needs.
- African American students will have the opportunity to participate in BSU Club to support making connections with students and Club Sponsors.
- After school tutoring for select identified African American students.

Describe Professional Learning related to this action:

- Increasing challenging content with integrated reading, writing, listening, and speaking, including academic discourse
- Supporting Reading Foundational Skills for early learner students
- Essential Standards and Backwards Mapping
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- Digital Literacy and personalized learning
- Assessments
- Professional Learning Communities
- Analysis of Student Work to determine individual student need
- Developing teacher expertise in targeting instruction, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support students
- Substitutes for teachers for SST's, IEP's, data chats, peer observation, and professional learning
- 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

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. A Hand in Hand Mentor 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
- KAIG quarterly administrations
- i-Ready Diagnostic administrations
- Common Formative Assessments
- Intervention 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: School site licenses for Brainpop, Generation Genius, Nearpod, and Mystery Science 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

- Teachers will provide additional interventions to identified African American, EL students, foster, and economically disadvantaged
- Tier 1, 2 & 3: A Hand in Hand Mentor will support students with academics, behavior, and social emotional needs
- Tier 2 & 3: After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's, and Economically Disadvantaged)
- 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 (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:
- 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.

Explain the actions for Parent Involvement (required by Title I):

- Teachers will review individual students' math levels and scores at the fall parent conference and parents will make a commitment to ensure students practice math facts at home each night
- Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- 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

Specify enhanced services for low-performing student groups:

- African American students will be connected to Hand in Hand mentors which will support their SEL needs.
- African American students will have the opportunity to participate in BSU Club to support making connections with students and Club Sponsors.
- After school tutoring for select identified African American students.

Describe Professional Learning related to this action:

- Increasing focus, coherence, and rigor
- Increasing the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Essential Standards Backward Mapping
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- Increasing academic discourse leading to greater student ownership
- DOK Levels
- Assessments
- Digital Literacy and personalized learning
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Developing teacher expertise in targeting instruction, creating opportunities for students to reflect and own their learning, making data-informed decisions, and navigating content and tools to support students
- Substitutes for teachers for SST's, IEP's, data chats, peer observation, and professional learning
- 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 Accountable Community

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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- 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: Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- 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 2 & 3: After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's and Economically Disadvantaged)
- 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

Explain the actions for Parent Involvement (required by Title I):

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

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

- 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

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for grade level planning (3 days per classroom teacher). Also supports G1A2 and G1A3	9,898.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for peer observation. Also supports G1A2 and G1A3	3,684.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for planning (4 hours per classroom teacher). Also supports G1A2, G1A3.	4,147.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Technology Site Licenses such as Headsprout, Generation Genius, Brainpop, Nearpod, and Mystery Science. Also supports G1A2, and G1A3.	6,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. Also supports G1A2 and G1A3 - No Food/Incentives.	287.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: Agendas/Planners 4-6. Also supports G1A2 (No foods or incentives).	600.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation: Homework Folders TK-6. Also supports G1A2 (No food or incentives).	1,200.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics: Parent Handbook to support parent participation. Also supports G1A2 and G1A3	750.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			: Hand in Hand Mentoring. Also supports G1A2, G1A3, G4A1, and G4A2.	17,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also supports G1A3	35,201.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/Data Chats/peer observation/art training. Also supports G1A2, G1A3,G2A1, G4A1,G4A2.	8,319.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also supports A1G2 and A1G3.	17,634.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Also supports G1A2, and G1A3	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Conference Registration for PLC at Work Conference. Also supports G1A2	4,080.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: 4 color copier leases. Also supports G1A2, G2A3, and G2A1	5,600.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair. Also supports G1A2, and G1A3	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitutes for admin to attend PL. Also supports G1A2 and G1A3	1,189.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also supports G1A3	14,080.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Scholastic News for 2nd/3rd/4t. Also supports G1A3	1,500.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Teacher-Supp			After School Tutoring for EL students.	2,377.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning 20 Licenses	2,520.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support English Learners. Also supports G1A1 and G1A2	223.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	1,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services. Also supports G1A1, G1A2, G2A1, G4A1	506.00

\$147,795.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	65.91 %	58.125 %	2018-2019	65.125 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Goal 2 Participation Rate

McCardle provides a wide array of opportunities for students to participate in arts, activities, and athletics. Students in grades 2-6 have the opportunity to be involved in music (classroom music grades 2/3, recorders grade 4, and band/strings/choir grades 5 and 6. Engagement opportunities were expanded this year to include BSU, an after school Book Club, Cheerleading, Art Hop, and Hoover Region Battle of the Books team. Magnificent Mustang students of the month were announced during Friday morning flag salute ceremonies and they helped lead the flag salute in addition to having their picture taken by the photographer and displayed on hallway bulletin boards. Students in grades 4-6 had the opportunity to earn Block Meach semester based on academics and involvement in extracurricular activities.

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

Goal 2 Participation Rate

According to student survey data, the percentage of students who felt like they were a part of the school decreased from 82.6% in 2017-2018 to 68.8% in 2018-2019. Grades Kindergarten (28.1%), 1st (20.7%), 2nd (16.4%), and 3rd (38.7%) are all below the schoolwide average of 68.8%. This may be due to the fact that less engagement opportunities are available for grades K-3.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Elective Wheel has not been implemented this school year in any grades.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

None.

Step 4: Stakeholder 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:

Continue actions.

2 ELAC:

Continue actions.

3 Staff:

Recruit teachers and others to offer more after school activities. Continue Student Leadership opportunities. Provide more opportunities for field trips as funds allow.

Action 1

Title: Goal 2

Action Details:

McCardle Elementary will use various strategies to provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.

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

- Engagements (Goal 2) Data
- Parent attendance at school events and for volunteer opportunities throughout the year
- Approved Volunteer Applications
- Responses on the School Culture and Climate Parent and Student Surveys in the spring of 2021

Owner(s):

- Teachers
- ILT
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2021
- Quarterly review of student engagement data
- Monthly updated list of approved Volunteer Applications

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

- Magnificent Mustang - Student of the Month - to honor students demonstrating the Character Counts pillar of the month
- Elective Wheel classes offered to provide students opportunities to be engaged in arts, activities, and athletics
- 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 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 arts, activities, and athletics
- Recognition will be given to students to foster participation in Goal 2 activities

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

- Parents will be informed about Elective Wheel class opportunities and give permission for students to submit their prioritized choices

Specify enhanced services for low-performing student groups:

Staff will support K-3 students and families through outreach, home visits, and other related services.

Describe Professional Learning related to this action:

- Teachers will receive updates and information regarding parent outreach efforts and calendars
- Teachers will receive updates and information regarding 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 parent meetings with coffee and food provided to encourage attendance
- 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, in the monthly school newsletter, and in the weekly School Messenger message
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year
- 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
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel Supplies	250.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Read Across America Food and Decorations	250.00

\$500.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	86.567 %	2018-2019	93.567 %
Exposure to Careers - 6th Grade	95.889 %	93.22 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Exposure to Careers - 3rd Grade

Actions currently working are providing opportunities for students to gain an awareness of career possibilities and continued implementation of technology to prepare students for workplace competencies. Read Across America will include readers who are newscasters, retired teachers, first responders, athletes, Educators, military members, business owners, lawyers, and clergy members. Kindergarten students attended a field trip to Save Mart and Me-N-Eds. Currently all actions are working or there has not been enough data gathered to deem actions ineffective. Based on 2018-2019 data, SPED students are 38.2% less likely to be exposed to careers than schoolwide.

Third grade students were exposed to careers through the district funded Bricks for Kids opportunity.

Exposure to Careers - 6th Grade

Sixth Grade students visited Fresno City College through a district funded opportunity.

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

Exposure to Careers - 3rd Grade

The disproportionality of less SPED students participating in exposure to career opportunities may be attributed to the behaviors of SPED students impeding their participation.

Exposure to Careers - 6th Grade

The disproportionality of less SPED students participating in exposure to career opportunities may be attributed to the behaviors of SPED students impeding their participation.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

None

NOTE:

Step 4: Stakeholder 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:

Continue with the experiences and expand as funds allow. Communicate with parents that this is to prepare students for workplace success and not just a fun field trip.

2 ELAC:

Continue with the experiences.

3 Staff:

Continue with the experiences and expand as funds allow. Communicate with parents that this is to prepare students for workplace success and not just a fun field trip. Participate in Hour of Code and learn about tech careers. During Read Across America Day, invite guest readers to tell about their career. Kindergarten to continue teaching the career unit. Fifth grade to continue field trip to McKenzie Preserve to learn about Science careers. During Social Studies, connect Character Counts traits with different jobs in the community. Provide more field trips as funds allow.

Action 1

Title: Career Awareness

Action Details:

McCardle Elementary will provide a wide array of opportunities for students to 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

- Engagements (Goal 2) Data for Career Awareness opportunities
- Parent attendance at school events and for volunteer opportunities throughout the year
- Read Across America Dayschedule
- Responses on the School Culture and Climate Parent and Student Surveys in the spring of 2021

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, 2021

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

- Assemblies, presentations, and field trips will 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.

Explain the actions for Parent Involvement (required by Title I):

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

Specify enhanced services for low-performing student groups:

Staff will support SPED and African American group students and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in the career awareness opportunities.

Describe Professional Learning related to this action:

- Teachers will receive updates and information regarding career awareness efforts
- Teachers will receive updates and information regarding career awareness opportunities

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	9.81 %	13.905 %	2018-2019	11.905 %
Suspensions Per 100	5.703 %	6.148 %	2018-2019	5.148 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Chronic Absenteeism

Actions currently working are providing a schoolwide reward/incentive attendance program for 100% classroom attendance and students with perfect attendance. The chronic absentee rate is currently 10.6% as compared to 11.9% in the 2018-2019 school year. Kindergarten (12.5%), 1st (11.5%), and 2nd grade (13.6%) students have chronic absenteeism rates higher than the school average. English Learners had a rate of 6.6% which is well below the school average. Truancy letters are mailed automatically. The Office Assistant contacts parents of absent students daily. Attendance review conferences are held with parent, student, and administration signing a contract to improve attendance. Saturday Academy is offered to allow students to recover absences.

Suspensions Per 100

McCardle continues to implement a three tiered system of responses to misbehaviors. When students commit a level 3 infraction and suspension is appropriate, they are suspended. Suspensions per 100 students is on course to end about the same as last year. We continue to implement proactive strategies and attempt to de-escalate rather than be reactive. The Resource Counseling Assistant provides individual and small group behavior interventions/social skills support. When appropriate, Respect Agreements are established for those in conflict.

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

Chronic Absenteeism

Special Education rate is 14.5% which may be impacted by health reasons. Although school staff makes effort to educate Kindergarten and early learning parents of the importance of being in school, since Kindergarten is not mandated, there are no consequences for chronic absenteeism.

Suspensions Per 100

Fifth (9.7%) and sixth grade (11%) students have the highest suspension rate. Special Education students have a suspension rate of 15.3% as compared to the schoolwide average of 5.3%.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A Hand in Hand Mentor will be provided to support students with academics, behavior, and social emotional needs. Goal 1 Actions #1, 2, & 3 and Goal 4 Actions #1 & 2

Step 4: Stakeholder 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:
Continue all actions.

2 ELAC:
Continue all actions.

3 Staff:
Make positive connections with students and teach children to love to learn. Help all feel welcome and accepted at school. Implement 10 X2 strategy with students throughout the school year. Continue to have staff serve as morning greeters as students enter the campus. Continue to implement Second Step lessons, Weekly Class Meetings, and Morning Meetings. Consider hiring a mentor to support academics, attendance, and behavior.

Action 1

Title: Attendance

[Action Details:](#)

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

Parent Meetings:

- Attendance Clerk
- Vice Principal
- Principal

Quarterly Awards Assemblies:

- Teachers
- Vice Principal
- Principal

Timeline:

Implementation begins the first day of school and continues through June, 2021. 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 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. Implement a theme and slogan for each Saturday Academy session to promote attendance at the sessions
- A Hand in Hand Mentor will be provided to support students with academics, behavior, attendance, and social emotional needs
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and 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:

- Kindergarten teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents.
- School Messenger will be utilized to contact parents regarding attendance.

Explain the actions for Parent Involvement (required by Title I):

- Parents are invited to attend Attendance Conferences in an effort to improve attendance and support parents, and parents and students commit to improving attendance
- Teachers will review individual students' attendance at the fall parent conference
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS, Parent Portal, EduText, and ISLPs and parents will commit to reviewing progress with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover their absence

Describe Professional Learning related to this action:

- 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

Action 2

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. A mentor 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
- Mentor
- Climate & Culture Team
- Vice Principal
- Principal

Timeline:

- Implementation begins the first day of school and continues through June, 2021
- Data will be reviewed monthly by the Climate & Culture Team

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
- Mustang Meadows social/emotional supports to teach students social skills needed to be successful and feel connected to school
- Mentor through Hand in Hand Mentoring to support 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 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 students
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and 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.

Explain the actions for Parent Involvement (required by Title I):

- Parent Contact encouraged with Level 2 behaviors and required with Level 3 behaviors
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Bi-Monthly Parent Coffees to provide information and support for families and build relationships/communication between home and school

African American and SPED students will participate in Tier 2 and 3 behavior interventions as necessary. The mentor will focus on developing relationships with students in fifth and sixth grades.

Describe Professional Learning related to this action:

- MAC/CHAMPS
- ATLAS data entry for positive behaviors and misbehaviors
- Second Step
- Classroom Meetings
- Tiered Levels of Response to Behaviors
- Social Emotional Learning
- Connections Program
- Hand in Hand Mentoring Program

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Reward/Incentives: Attendance	250.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Connections Program Site License	550.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives- Climate and Culture	500.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent participation	500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	Resource Counseling Assistant- 6 hours per day to support positive behaviors between school and home.	48,871.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	Resource Counseling Assistant- 6 hours per day to support positive behaviors between school and home.	4,440.00

\$55,111.00

2020-2021 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			Substitutes for grade level planning (3 days per classroom teacher). Also supports G1A2 and G1A3	9,898.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for peer observation. Also supports G1A2 and G1A3	3,684.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for planning (4 hours per classroom teacher). Also supports G1A2, G1A3.	4,147.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Technology Site Licenses such as Headsprout, Generation Genius, Brainpop, Nearpod, and Mystery Science. Also supports G1A2, and G1A3.	6,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies. Also supports G1A2 and G1A3 - No Food/Incentives.	287.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: Agendas/Planners 4-6. Also supports G1A2 (No foods or incentives).	600.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation: Homework Folders TK-6. Also supports G1A2 (No food or incentives).	1,200.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics: Parent Handbook to support parent participation. Also supports G1A2 and G1A3	750.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			: Hand in Hand Mentoring. Also supports G1A2, G1A3, G4A1, and G4A2.	17,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Also supports G1A3	35,201.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/Data Chats/peer observation/art training. Also supports G1A2, G1A3,G2A1, G4A1,G4A2.	8,319.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also supports A1G2 and A1G3.	17,634.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Also supports G1A2, and G1A3	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Conference Registration for PLC at Work Conference. Also supports G1A2	4,080.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: 4 color copier leases. Also supports G1A2, G2A3, and G2A1	5,600.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair. Also supports G1A2, and G1A3	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitutes for admin to attend PL. Also supports G1A2 and G1A3	1,189.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Also supports G1A3	14,080.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Scholastic News for 2nd/3rd/4t. Also supports G1A3	1,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			After School Tutoring for EL students.	2,377.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning 20 Licenses	2,520.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support English Learners. Also supports G1A1 and G1A2	223.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	1,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services. Also supports G1A1, G1A2,	506.00

G1A3		Parent Participation	Oth Cls-Supp			G2A1, G4A1	506.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel Supplies	250.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Read Across America Food and Decorations	250.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Reward/Incentives: Attendance	250.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Connections Program Site License	550.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives- Climate and Culture	500.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent participation	500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	Resource Counseling Assistant- 6 hours per day to support positive behaviors between school and home.	48,871.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	Resource Counseling Assistant- 6 hours per day to support positive behaviors between school and home.	4,440.00

\$203,406.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,566.00
Sup & Conc	7090	\$134,694.00
LCFF: EL	7091	\$25,146.00
Grand Total		\$203,406.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$147,795.00
G2 - All students will engage in arts, activities, and athletics	\$500.00
G4 - All students will stay in school on target to graduate	\$55,111.00
Grand Total	\$203,406.00