

McCardle Elementary

10621666085120

Principal's Name: Linda White

Principal's Signature: 

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

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda White	X				
2. Chairperson - Lisa Strickland		X			
3. Kristi Jarvis		X			
4. Amber Tarango			X		
5. Jenielle Warkentin		X			
6. Amy Aoki				X	
7. Johnathan Bray				X	
8. Liz Rocha Lee				X	
9. Nate Stephenson				X	
10. Czarina Trinidad				X	
11.					
12.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: 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		3/19/26
SSC Chairperson	Lisa Strickland		3/19/26

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

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

FY 2026/27

McCardle - 0330

ON-SITE ALLOCATION

3010	Title I	\$50,508 *
7090	LCFF Supplemental & Concentration	\$154,752
7091	LCFF for English Learners	\$14,260

TOTAL 2026/27 ON-SITE ALLOCATION

\$219,520

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,464
Program Budget	\$49,044
Total Title I Allocation	<u>\$50,508</u>

ESSA Assistance Status: Not Identified for Assistance

McCardle Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		15.2 %	2024-2025	16.3 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		50 %	2024-2025	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		36 %	2025-2026	48 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.9 %	2025-2026	49 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		70.5 %	2025-2026	71.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.1 %	2025-2026	64.2 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		35.1 %	2025-2026	40 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		38 %	2025-2026	40 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.8 %	2025-2026	41.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		56.8 %	2025-2026	57.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.9 %	2025-2026	59 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		22.5 %	2025-2026	25 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-37.1 pts	-37 pts	2024-2025	-22 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-138.5 pts	2024-2025	-123.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.6 %	2024-2025	40.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-35.6 pts	-41.7 pts	2024-2025	-26.7 pts	↑

Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-148 pts	2024-2025	-133 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.9 %	2024-2025	42.9 %	↑
Goal 2	Chronic Absenteeism - (White)		24 %	2024-2025	23.4 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	23 %	17.6 %	2025-2026	17 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	93.1 %	91 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.1 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	83 %	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		7.3 %	2024-2025	6.97 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.5 %	2.7 %	2025-2026	2.37 %	↓

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

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

There are a significant number of students not performing at grade level in 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 not mastering foundational skills in the primary grades
- Conceptual understanding is not always gained prior to using standard algorithms
- Tasks are not always aligned to standards/assessments

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 and math intervention for students not on grade level (MTSS: small group instruction to support gaps in student performance)
- Professional learning for teachers

Section B:Investigation

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

ELA Academic Performance

Partially Implemented

The actions were **Partially Implemented** to meet the desired student outcomes due to not being able to hire a Tier II Intervention Specialist all year.

Math Academic Performance

Partially Implemented

The actions were **Partially Implemented** to meet the desired student outcomes due to not being able to hire a Tier II Intervention Specialist all year.

EL Academic Performance

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

Real World Learning Experiences

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

Student Engagement

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

Attendance

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

SEL and Behaviors

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

Staff Connectedness

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

Family Engagement

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes.

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

ELA Academic Performance

Partially Effective

The actions were **Partially Effective** - Comparing SBAC data from 2024 to 2025, we showed an overall increase of 3.8% proficiency in ELA and a decrease in DFS of 14 points, however, we did not meet our goal of 15 points DFS.

Math Academic Performance

Partially Effective

The actions were **Partially Effective** - Comparing SBAC data from 2024 to 2025, we showed an overall increase of 5.3% proficiency in math and a decrease in DFS of 10 points, however, we did not meet our goal of 15 points DFS.

EL Academic Performance

Partially Effective

The actions were **Partially Effective** - While ELPI was 50% for the percentage of students who improved at least 1 ELPI level, the DFS in ELA increased from -109 to -128 and in math from -92 to -101.

Real World Learning Experiences

Partially Effective

The actions were **Partially Effective** - Survey data cannot be compared as there are no questions related to real-world learning experiences in the new 2025 Student Survey.

Student Engagement

Effective

The actions were **Effective** - There was an increase of 5% in the Fall Climate and Culture student survey data showing that students had opportunities to be engaged in activities, such as music, sports, clubs, etc.

Attendance

Partially Effective

The actions were **Partially Effective** - There was a decrease of 0.5% Chronic Absenteeism Rate in the first semester of the 2025-2026 school year compared to the 2024-2025 school year. In the 23rd week of the 2025-2026 school year, the ADA was 91.8% which was the same for the same time in the 2024-2025 school year. The Chronic Absenteeism Rate in the 23rd week of school was 20.4% which was a 0.1% decrease from the same time in the 2024-2025 school year.

SEL and Behaviors

Partially Effective

The actions were **Partially Effective** - There was a decrease of 10.5% suspensions in the first semester of the 2025-2026 school year compared to the 2024-2025 school year. In the 23rd week of the 2025-2026 school year, the suspension rate was 3.0% as compared to 2.7% at the same time in the 2024-2025 school year.

Staff Connectedness

Effective

The actions were **Effective** - There was an increase of 2% in favorable responses from the Fall 2024 to the Fall 2025 Climate and Culture survey.

Family Engagement

Effective

The actions were **Effective** - There was an increase of 2% in favorable responses from the Fall 2024 to the Fall 2025 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.

Based on our analysis of the current SPSA actions and budget, we will:

- Provide focused professional learning to support effective literacy and math practices
- Reduce substitute release time for backwards mapping and planning
- Increase substitute release time for Data Chats, including goal setting and progress monitoring

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:

Continue actions for ELA and math.

Staff:

SSC reviewed Staff and Parent survey data on 1/21/26 and made the following recommendations:

- Keep the Certificated Tutor and Teaching Fellow for reading intervention
- Reduce the amount of substitute release time for planning and backwards mapping.
- Continue all other actions as funds allow

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 license of Reflex to support math fluency
- Reduce the amount of substitute release time for planning and backwards mapping



Action

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

ELA Academic Performance

Action Details

Literacy Intervention

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.

Direct Instructional Services

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

- Tier 1: 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: Academic Coach to support instruction in ELA and mathematics by supporting PLCs and job-embedded Professional Learning
- 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.
- EL students will participate in Integrated and Designated ELD planned using the California ELD Standards
- ELPAC Assessors will be provided for individual student assessment in speaking, writing, and listening
- Teachers will conduct ELPAC Data chats with targeted students
- Teachers will review the EL Goal Setting Report, ELPAC, and assessment results with students, set goals, and monitor progress.
- 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 construction of sentences, paragraphs, and essays, and the "Turn and Talk" step of the Writing Routine for oral dress rehearsal prior to writing.
- Professional learning plan to address:
 - basic EL information (EL data resources, ELPAC information, redesignation criteria)
 - school wide designated and integrated ELD instruction using the CA ELD 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):

English Learners (EL):

- Supplemental/Substitute time for teacher planning and backwards mapping
- Substitutes for Data Chats and SST meetings
- Agendas/Planners and Homework Folders to support family engagement and communication

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

Students with Disabilities (SWD):

English Learners (EL):

- Certificated Tutor/Teaching Fellow to support reading intervention
- Resource Counseling Assistant
- ELPAC Assessors
- 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):

English Learners (EL):

- 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
- Spanish speaking HSL .5 FTE (district funded)

Family Engagement

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

- 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
- 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 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
- 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
- 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
- Translation services for parents of English Learners

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities around differentiated instruction and Multi-Tiered System of Support
- Professional learning opportunities around Lit Six Reading Foundational Skills
- Professional learning opportunities around PLC+
- Professional learning opportunities for paraprofessionals and tutors supporting Tier II and Tier III students focused on Reading Foundational Skills

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

Classroom walk throughs utilizing the site-developed Classroom Look Fors for teacher feedback:

Outcomes measured by walk through data focused on PL school focus areas will show that every classroom will be visited and will receive feedback by an administrator at least bi-weekly.

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 by15% comparing last year's data to this year's data.

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

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 -37 to -22.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, VP, and teachers.

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

Math Academic Performance

Action Details

College & Career Readiness

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.

Direct Instructional Services

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

- Tier 1: 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 Reflex Math to support academic achievement
- Tier 1: Increase the digital literacy of students in alignment with the Technology standards
- Tier 1 & 2 & 3: PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
 - Students in grades 1-6 will receive differentiated small-group instruction for a minimum of 30 minutes daily. The teacher will be the primary provider of small group intervention lessons which support with conceptual knowledge and supplemental intervention or enrichment in areas of need
- Tier 1 & 2: Academic Coach to support instruction in 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 CA ELD 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?

Students with Disabilities (SWD):

- Supplemental/Substitute time for teacher planning and backwards mapping
- Substitutes for Data Chats and SST meetings
- Agendas/Planners and Homework Folders to support family engagement and communication
- Site license of Reflex/Frax 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/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):

- 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
- Spanish speaking HSL .5 FTE (district funded)

Family Engagement

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

- Teachers will review individual students’ math scores at the fall parent conference and parents will make a commitment to ensure students complete math assignments
- 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
- 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 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
- 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
- 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
- Translation services for parents of English Learners

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities around differentiated instruction and Multi-Tiered System of Support
- Professional learning opportunities around conceptual understanding of mathematics, procedural skill and fluency, and application
- Professional learning opportunities around PLC+

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 site-developed Classroom Look Fors for teacher feedback:

Outcomes measured by walk through data focused on PL school focus areas will show that every classroom will be visited and will receive feedback by an administrator at least bi-weekly.

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 Math 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 Mathematics from -41.7 to -26.7.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for Planning. Also supports G1A2 and G1A1 & 2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,537.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for SST/Data Chats. Also supports G1A2 and G2A1, & 2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	13,132.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Planning Time. Also supports G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,680.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies. Also supports G1A2 and G2A1 & 2 *No Food or Incentives*	9,334.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow	11,675.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			TBD : Homework Folders TK-6 (Parent Participation). also supports G1A2.	1,500.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Agendas/Planners (Parent Participation). Also supports G1A2 Graphics Dept closing, moved from object 5725 to 5899.	750.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Parent Handbook - Printing. Also supports G1A2 and G2A1 & 2 Graphics Dept closing, moved from object 5725 to 5899.	700.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4000		53,138.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP's. Also supports G1A2 and G2A1 & 2 **Budget lines for personnel include salaries and related benefits	6,483.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. Also supports G1A2 and G2A1 & 2	12,543.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & incentives. Also supports G1A2 and G2A1 & 2	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Read Across America Food and Decorations. Also supports G1A2 and G2A1 & 2	250.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: (Hold for Bud Prep calculating CT average salary)	10,000.00
G1A1	Sup & Conc	Instruction	Travel			National Library Conference Travel. Also supports G1A2 and G2A1 & 2	900.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Color Copier Lease. Also supports G1A2 and G2A1 & 2	9,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance & Repair. Also	2,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Direct-Maint			supports G1A2 and G2A1 & 2	7,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage. Also supports G1A2 and G2A1 & 2	100.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0375		4,980.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor **Budget lines for personnel include salaries and related benefits	3,508.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies. Also supports G1A2 and G2A1 & 2	74.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services. Also supports G1A2 and G2A1 & 2 **Budget lines for personnel include salaries and related benefits	260.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Site License	4,200.00

\$154,244.00

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

Attendance

Action Details

Life Skills

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

Direct Instructional Services

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

- Awards and incentives to encourage attendance
- Awards Assemblies
- Weekly Second Step lessons
- Weekly Classroom/Morning Meetings
- Implement school wide anti-bullying (Olweus) program
- All students 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 have the opportunity to earn Block M award based on attendance, academic success, and engagement in school opportunities
- 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?

There are no Title 1 funds allocated to this action.

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

White:

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?

White:

Socio-economically Disadvantaged (SED):

- The Home School Liaison, Office Assistant, and Office Manager work collaboratively to provide ongoing outreach, conduct home visits, and maintain effective communication to ensure White and SED families are informed and actively engaged in monitoring their student's attendance

Family Engagement

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

- Family Engagement Hours focused on improving student attendance

Professional Learning

Describe Professional Learning related to this action.

There is no professional learning tied to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

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

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

Shape these behaviors...

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

Decrease in chronic absenteeism rate by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

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

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 chronic absenteeism rate from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, and teacher.

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

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

SEL and Behaviors

Action Details

Life Skills

McCardle Elementary will implement a tiered level of response to behavior incidents 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.

Direct Instructional Services

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

- Magnificent Mustang - Student of the Month - to honor students demonstrating McCardle PRIDE (Positive Attitude, Respect Self & Others, Inspire Kindness, Do Your Best, and Endless Opportunities).
- 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. Morning/Class Meetings to promote social emotional awareness and provide strategies to engage in positive peer relationships
- 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
- All students 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 have the opportunity to earn Block M award based on attendance, academic success, and engagement in school opportunities
- 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?

There are no Title 1 funds allocated to this action.

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/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?

Students with Disabilities (SWD):

- Young Men of Character/Girl Power groups
- Positive Behavior Incentives
- Teachers utilize strategies gained in Professional Learning to support Tier 2 and 3 behaviors

Family Engagement

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

- Enhance parent engagement, communication, and behavioral expectations
- Home School Liaison will make contact with families through home visits as needed

Professional Learning

Describe Professional Learning related to this action.

- Increase Professional Learning to provide teachers with strategies to support Tier 2 and 3 behaviors

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

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

Prop 28

Action Details

College & Career Readiness

McCardle Elementary will implement and strengthen elementary visual arts learning by providing dedicated visual arts instruction, high-quality materials, and age-appropriate art experiences that foster creativity, cultural expression, and foundational artistic skills.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Scheduled visual arts classes for all students
- Age-appropriate art projects aligned to the VAPA strands
- Supporting integrated learning opportunities (SEL, literacy, social studies, STEAM)
- Creating and managing student art displays across campus
- Preparing materials and maintaining art equipment to support instruction
- Developing student portfolios or collections of work to monitor growth

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

Arts will be showcased at various family engagement events like:

- Parent Engagement Hours
- Concerts
- Open House and Spring Fling
- Hoover Region Art Hop Night

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in visual arts learning
- Measured by: teacher observations, attendance, and student surveys
- Monitored by: Arts Integration Teacher and site administration

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately
- Measured by: teacher observations, reduction in redirections or behavior incidents
- Monitored by: Arts Integration Teacher and classroom teacher

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride
- Measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0330 McCardle Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	Also supports G2A2 **Budget lines for personnel include salaries and related benefits	59,838.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625	Also supports G2A2 **Budget lines for personnel include salaries and related benefits	5,438.00

\$65,276.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0330 McCardle Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0330	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for Planning. Also supports G1A2 and G1A1 & 2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,537.00
060	3010	0330	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for SST/Data Chats. Also supports G1A2 and G2A1, & 2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	13,132.00
060	3010	0330	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Planning Time. Also supports G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,680.00
060	3010	0330	1110	1000	4200	Bks & Ref					G1A2	Reflex Site License	4,200.00
060	3010	0330	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies. Also supports G1A2 and G2A1 & 2 *No Food or Incentives*	9,334.00
060	3010	0330	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching Fellow	11,675.00
060	3010	0330	1110	2495	4300	Mat & Supp					G1A1	TBD : Homework Folders TK-6 (Parent Participation). also supports G1A2.	1,500.00
060	3010	0330	1110	2495	5899	Cons Svc/Oth					G1A1	TBD : Agendas/Planners (Parent Participation). Also supports G1A2 Graphics Dept closing, moved from object 5725 to 5899.	750.00
060	3010	0330	1110	2495	5899	Cons Svc/Oth					G1A1	TBD : Parent Handbook - Printing. Also supports G1A2 and G2A1 & 2 Graphics Dept closing, moved from object 5725 to 5899.	700.00
030	7090	0330	1110	1000	1110	Teacher-Regu	Tutor	T004	Kwan, Pamela	0.4000	G1A1		53,138.00
030	7090	0330	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for IEP's. Also supports G1A2 and G2A1 & 2 **Budget lines for personnel include salaries and related benefits	6,483.00
030	7090	0330	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies. Also supports G1A2 and G2A1 & 2	12,543.00
030	7090	0330	1110	1000	4300	Mat & Supp					G1A1	: Rewards & incentives. Also supports G1A2 and G2A1 & 2	500.00
030	7090	0330	1110	1000	4300	Mat & Supp					G1A1	: Read Across America Food and Decorations. Also supports G1A2 and G2A1 & 2	250.00
030	7090	0330	1110	1000	4300	Mat & Supp					G1A1	: (Hold for Bud Prep calculating CT average salary)	10,000.00
030	7090	0330	1110	1000	5221	Travel					G1A1	National Library Conference Travel. Also supports G1A2 and G2A1 & 2	900.00
030	7090	0330	1110	1000	5631	Off Eq Lease					G1A1	Color Copier Lease. Also supports G1A2 and G2A1 & 2	9,000.00
030	7090	0330	1110	1000	5723	Direct-Maint					G1A1	Technology Maintenance & Repair. Also supports G1A2 and G2A1 & 2	2,000.00
030	7090	0330	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Tarango, Amber	0.6875	G2A1	Also supports G2A2 **Budget lines for personnel include salaries and related benefits	59,838.00
030	7090	0330	1110	3130	5211	Local Mileag					G1A1	Mileage. Also supports G1A2 and G2A1 & 2	100.00
030	7091	0330	4760	1000	1110	Teacher-Regu	Tutor	T004	Kwan, Pamela	0.0375	G1A1		4,980.00
030	7091	0330	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessor **Budget lines for personnel include salaries and related benefits	3,508.00
030	7091	0330	4760	1000	4300	Mat & Supp					G1A1	: Materials & Supplies. Also supports G1A2 and G2A1 & 2	74.00
030	7091	0330	4760	2495	2960	Oth Cls-Supp					G1A1	Translation services. Also supports G1A2 and G2A1 & 2 **Budget	260.00

030	7091	0330	4760	2495	2960	Oth Cls-Supp					211	lines for personnel include salaries and related benefits	760.00
030	7091	0330	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Tarango, Amber	0.0625	G2A1	Also supports G2A2 **Budget lines for personnel include salaries and related benefits	5,438.00
													\$219,520.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,508.00
Sup & Conc	7090	\$154,752.00
LCFF: EL	7091	\$14,260.00
Grand Total		\$219,520.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$154,244.00
G2 - The Whole Child (SEL and Engagement)	\$65,276.00
Grand Total	\$219,520.00