

# McCardle Elementary

106216660851201

Principal's Name: Linda McLaughlin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected 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**


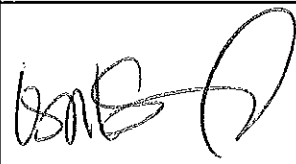
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Involvement 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 Single 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Linda McLaughlin</b>	X				
2. <b>Chairperson - Lisa Strickland</b>		X			
3. <b>Monica Jacobs</b>			X		
4. <b>Ron Kludas</b>		X			
5. <b>Deb Zarembo</b>		X			
6. <b>La Tisha Aaron</b>				X	
7. <b>Danielle Adams</b>				X	
8. <b>Crystal Camden</b>				X	
9. <b>Anthony Coello</b>				X	
10. <b>Aaron Moore</b>				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**

<b>School Name: McCardle</b>			
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 Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Linda McLaughlin	 2/21/18	
<b>SSC Chairperson</b>	Lisa Strickland		2/21/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

McCardle - 0330

**ON-SITE ALLOCATION**

3010	Title I	\$31,960 *
7090	LCFF Supplemental & Concentration	\$129,447
7091	LCFF for English Learners	\$20,193
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$181,600</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$752
Remaining Title I funds are at the discretion of the School Site Council	\$31,208
Total Title I Allocation	\$31,960

## McCardle Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	52.941	59.941
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.843	54.843

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

Teachers have been using Common Formative Assessments to determine student mastery of standards. Implementation of WIN Time with support from CT and TF began this school year. Students in grades 1-3 have a 35 minute block and grades 4-6 have a 40 minute block where no new teaching occurs. AC teams have been targeting smaller assessments on essential standards in order to determine Individual student needs. Teachers were provided with Supplemental Contracts for 8 hours of planning time. Additional access/use of technology has allowed students to practice the Technology Standards. AC's continue to collaborate to answer the Four Grounding Questions. The Wonders curriculum has provided multiple complex texts and teachers have been working to increase complex tasks and talk. Professional Learning has been provided on curriculum (including digital content), CFAs, and high quality instruction aligned to the IPG. McCardle has been a PLI Partner Site, with 1:1 technology available in grades 2-6.

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

Teachers have been using Common Formative Assessments to determine student mastery of standards. There has been an increased focus on using manipulatives to support conceptual understanding. AC teams have been targeting smaller assessments on essential standards in order to determine Individual student needs. Teachers were provided with Supplemental Contracts for 8 hours of planning time. Additional access/use of technology has allowed students to practice the Technology Standards. AC's continue to collaborate to answer the Four Grounding Questions. Professional Learning has been provided on curriculum (including digital content), focus, coherence, and rigor, CFAs, and high quality instruction aligned to the IPG. McCardle has been a PLI Partner Site with 1:1 technology available in grades 2-6.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

The African American subgroup had 5.3% less students meeting or exceeding standards than schoolwide. This subgroup includes 23 out of 256 students. This is a decrease from 2015 when there was a 6.6% gap. The English Learner subgroup had 33.1% less students meeting or exceeding standards than schoolwide, but this subgroup includes 15 students out of 256. This is a decrease from 2016 when there was a 36.1% gap. Students in these subgroups need to be a focus for small group intervention during WIN Time and there needs to be a clear process to identify students who need extra support in academic areas.

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

The African American subgroup had 21.9% less students meeting or exceeding standards than schoolwide. This gap has continued to increase over 3 years. It is important to note that the subgroup is 23 students out of 256. Math Intervention needs to be targeted for African American students in order to close this achievement gap. The English Learner subgroup had a gap of 8%, however, this is a decrease in the gap in the past two years (34.9 and 32.7). This subgroup is 15 students out of 256. Began Library after school tutoring 3 days per week with focus on foster youth, EL, and SPED students. There needs to be a clear process to identify students who need extra support in academic areas.

**Step 2:** 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. Consider providing more supports for math as funds allow.

**2** ELAC:

Consider expanding after school tutoring for all grades. Spanish speaking parents have difficulty with math word problems and supporting their student. Continue actions for ELA and Math. Parents were reminded that our Library has Spanish books that were just purchased two years ago available for check-out and the Library is open every day until 4:00 pm.

**3** Staff:

Need more opportunities to observe good first instruction at high performing schools and that of colleagues at McCardle. Need more planning time for backwards mapping, standards tracing, and development of assessment plans. Continue WIN (What I Need Time). Continue to use Wonders and GoMath, including digital content. Provide interventions for students utilizing the Certificated Tutor and Teaching Fellow. Continue to collaborate with each other and discuss data. Provide after school tutoring. Provide more training on how to meet the needs of students through RTI. Use technology for programs and apps that teach necessary skills. Equip parents with tools to help at home and stay on top of behavior problems that interfere with academics.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Teachers were provided with 8 hours Supplemental Planning time to backwards map and develop an assessment plan. This time is very valuable and teachers would like more time, as funds allow.
- PLI Training was provided for one teacher. As a PLI Partner Site, we will need to pay for the Ed Elements contract to support Professional Learning for all.
- Technology was purchased and there will continue to be a need to refresh older tablets and expand the 1:1 ratio into Kindergarten and First Grade.
- Scholastic News was provided for grades 2 and 4. Teachers believe the current event topics found in Scholastic News is engaging for students and directly support the Common Core Standards.
- Headsprout licenses were purchased for Kindergarten, First, and the SDC 1-3 classroom. This allows early learners to access digital content that supports the development of Foundational Reading Skills.
- Wonderworks intervention materials were purchased for grade levels 1-6. The materials are utilized by the Certificated Tutor and the Teaching Fellow to support individual student needs during WIN Time. We will need to purchase the digital access and Interactive Work Text to continue using Wonderworks.
- One Certificated Tutor and one Teaching Fellow provided differentiated support to small groups of students during WIN Time. Data demonstrates that students who worked in these small groups made gains on both the Interim assessment and site measures, and as such, should be continued.
- Homework folders, agendas (grades 4-6), and a Parent Handbook allowed for parent participation and will be continued.

## 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. Accountable 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, Teaching Fellow, and Wonderworks Intervention materials, along with the Wonders curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies. The school will partner with Ed Elements to develop and expand personalized learning by 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.



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:

- SBAC
- KAIG quarterly administrations
- BAS and Fluency quarterly administrations
- DRP
- District Common Formative Assessment administrations
- Common Formative Assessments
- Intervention Progress Monitoring
- Grades
- SQI
- Classroom walkthroughs and feedback (including IPG tool data)

#### Owner(s):

##### District Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

##### Grade Level Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

##### Progress Monitoring:

- Teachers
- AC Teams
- ILT
- Certificated Tutor
- Teaching Fellow Paraprofessionals
- TSA
- 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):

- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
  - Students in grades K-6 will receive differentiated small-group instruction, by grade level, utilizing a Certificated Tutor and Teaching Fellow for a minimum of 30 minutes daily. The teacher will be the primary provider of small group intervention lessons and the tutors will assist with Foundational Skill building activities and supplemental intervention or enrichment in areas of need.
  - The Teaching Fellow will work in conjunction with the Certificated Tutor
  - Teachers will provide additional interventions to identified EL students, foster, and economically disadvantaged
- McGraw Hill Wonderworks intervention program will be utilized to support individual student needs and connections to the Guaranteed and Viable Curriculum and Common Core State Standards. Purchase

#### Specify enhanced services for EL students:

- English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

consumable Interactive Work Text and Digital Access.

- 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
- Classroom Magazine subscriptions to support the individualized needs of students to improve reading skills and comprehension and allow for annotation of text
- Increase the digital literacy of students in alignment with the Technology standards
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's, and Economically Disadvantaged)
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Student data chats and goal setting will be conducted by classroom teachers
- 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
- 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

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

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- 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

#### Describe Professional Learning related to this action:

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- Increasing challenging content with integrated reading, writing, listening, and speaking
- 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
- Accountable Communities
- Analysis of Student Work to determine individual student need
- PLI Site Professional Learning provided by Ed Elements 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, and peer observation
- 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 2

**Title:** Math Academic Performance

#### Action Details:

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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 learning groups, and targeted small group instruction for at risk groups with an emphasis on technology to improve mastery of grade level standards. The school will partner with Ed Elements to develop and expand personalized learning by 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.

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 quarterly goals:

- SBAC
- KAIG quarterly assessment
- District Common Formative Assessment administrations
- Common Formative Assessments
- Grades
- SQII
- Classroom walkthroughs and feedback (including IPG tool data)

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

- Quality first teaching based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/Accountable Community Foundations, and use of formative assessments
- Increase the digital literacy of students in alignment with the Technology standards
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
  - Teachers will provide additional interventions to identified EL students, foster, and economically disadvantaged
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's, and Economically Disadvantaged)
- Students will be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Student data chats and goal setting will be conducted by classroom teachers
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction and intervention program needs
- Technology to support online adapted learning and student performance in math (carts, printer, or other

#### Owner(s):

##### District Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

##### Grade Level Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

##### Progress Monitoring:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

#### Timeline:

**District Assessments:** Quarterly

**Grade Level Assessments:** Weekly

**Progress Monitoring:** Weekly/Monthly

#### Specify enhanced services for EL students:

- English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

supplies as needed to complete the program needs of students), including maintenance/repair of technology

**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

**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
- DOK Levels
- Assessments
- Digital Literacy and personalized learning
- Accountable Communities
- Analysis of Student Work to determine individual student need
- PLI Site Professional Learning provided by Ed Elements 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, and peer observation
- 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.

<b>Reasoning for using this action:</b>	<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 BAS/DRP by EL subgroup
- Disaggregated District Common Formative Assessments by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- SQII
- Classroom Walkthroughs and feedback (including IPG tool data)

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

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

Owner(s):

District Assessments, Grade Level Assessments, Progress Monitoring:

- EL Site Rep
- Certificated Tutor
- Teachers
- AC Teams
- TSA
- Principal

Timeline:

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

Specify enhanced services for EL students:

- EL students will participate in Integrated and Designated ELD
- Conduct ELPAC Data Chats with targeted students
- Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in every lesson/content area
- 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.
- ELPAC Assessors will be provided for individual student assessment in speaking and listening
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Foster Youth, EL's and Economically Disadvantaged)
- Books and Technology – reading materials for students in their primary language
- 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

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

# 2018-2019 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 Peer Observations. Also supports Goal 1 Actions 1, 2, 3, Goal 4 Actions 1 & 2	2,987.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for grade level planning (3 days per classroom teacher). Also supports Goal 1 Actions 2 & 3	7,637.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for planning (4 hours per classroom teacher). Also supports Goal 1 Actions 2 & 3	3,292.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News (Gr. 2/4). Also supports Goal 1 Action 3	950.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Headsprout K-1 + SDC 1-3. Also supports Goal 1 Action 3	1,400.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Storyboard Software Gr. 3. Also supports Goal 1 Action 3	300.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Wonderworks Interactive Texts and Digital Access. Also supports Goal 1 Action 3	1,460.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology. Also supports Goal 1 Actions 2 & 3	2,838.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows (4 hours M-Th/117 days). Also supports Goals 1 Action 3	8,571.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: Homework Folders (TK-6). Also supports Goal 1 Actions 2 & 3 (No food or incentives)	1,200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Agendas/Planners Grades 4-6 for Parent Participation. Also supports Goal 1 Actions 2 & 3. (No food or incentives)	575.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics: Parent Handbook and materials to support academic achievement in ELA and math. Also supports Goal 1 Actions 2 & 3	750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Goal 1 Actions 2 and 3	33,995.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observation. Also supports Goal 1 Actions 1, 2, 3 and Goal 4 Actions 1 & 2	5,505.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. Also supports Goal 1 Actions 2 & 3	15,399.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology. Also supports Goals 1 Actions 2 & 3	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance and repair. Also supports Goal 1 Actions 2 & 3	3,000.00

## 2018-2019 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	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements : Ed Elements PLI Contract. Also supports Goal 1 Actions 2 & 3	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Goal 1 Actions 2 and 3	13,597.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies to support English Learners.	776.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services. Also supports Goal 1 Actions 2 & 3, Goal 2 Action 1, Goal 4 Action 1	519.00

**\$127,751.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	57.816	64.816

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p><b>Goal 2 Participation Rate</b></p> <p>Elective Wheel has not been implemented this school year in any grades. There has been difficulty finding staff members who are willing to provide engagement activities.</p>	<p><b>Goal 2 Participation Rate</b></p> <p>The African American subgroup had a 14.3% higher participation rate than the schoolwide rate. The English Learner subgroup had a 7.9% lower participation rate than the schoolwide rate. This is a decrease from the difference (9.3%) in 2016-17. Without elective wheel offerings, less students overall had an opportunity to participate in arts, activities, and athletics. Students were also less interested in activities. There were no intramural volleyball games during lunch this year due to lack of student interest in signing up to play volleyball.</p>

**Step 2:** 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.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
<p>Tutoring should be entered as an engagement. Consider implementing Elective Wheel again to provide more engagement activities. Does performing at an evening performance count as an engagement? If they come to Movie Night or other PTA functions, does that count as an engagement?</p>	<p>Consider implementing more music and art in primary grades so they are better prepared to participate in band, orchestra, and chorus opportunities. Make things fun and game-like to encourage more participation.</p>	<p>Include students who attend tutoring with teachers who are not paid supplemental pay. Include Kindergarten after school tutoring. Implement Elective Wheel in grades 1-4. Include Saturday Academy in engagements. Recruit teachers and others to hold more after school activities. During PE time, teach younger students sports so they will try out for sports when older. Consider involving High School students in elementary activities and sports opportunities. Continue Student Leadership opportunities. Consider hiring outside sources for art and music opportunities for all students.</p>



## Action 1

Title: Goal 2

### Action Details:

McCardle Elementary will 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
- SQII Responses on the School Culture and Climate Parent and Student Surveys in the spring of 2019

#### Owner(s):

- Teachers
- ILT
- TSA
- Principal

#### Timeline:

- Implementation begins the first day of school and continues through June, 2019
- 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 and academic success
- 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
- 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

#### 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

- 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

# 2018-2019 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

**\$250.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.059	100
Exposure to Careers - 4th Grade	98.529	100
Exposure to Careers - 6th Grade	98.387	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

97.1% of 3rd Grade students were exposed to careers through the district funded Bricks for Kids opportunity.

**Exposure to Careers - 4th Grade**

93.8% of 4th Grade students attended the field trip to the Chaffee Zoo to learn about career opportunities available at the zoo.

**Exposure to Careers - 6th Grade**

92.1% of 6th Grade students attended the field trip to Fresno City College.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

As the 3rd grade experience of Bricks for Kids was held on campus, only those students who were absent missed the opportunity. African American students had an exposure rate that was 12.5% higher than the schoolwide rate. EL students had an exposure rate that was 12.9% higher than the schoolwide rate. Foster youth had a significantly lower exposure rate, but that is due to foster youth being in grade levels that are not provided an exposure to careers field trips.

**Exposure to Careers - 4th Grade**

African American students had an exposure rate that was 12.5% higher than the schoolwide rate. EL students had an exposure rate that was 12.9% higher than the schoolwide rate. Foster youth had a significantly lower exposure rate, but that is due to foster youth being in grade levels that are not provided an exposure to careers field trips.

**Exposure to Careers - 6th Grade**

African American students had an exposure rate that was 12.5% higher than the schoolwide rate. EL students had an exposure rate that was 12.9% higher than the schoolwide rate. Foster youth had a significantly lower exposure rate, but that is due to foster youth being in grade levels that are not provided an exposure to careers field trips.

**Step 2:** 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

**2** ELAC:

Continue with the experiences. One parent shared that she

**3** Staff:

Continue with the experiences and expand as funds allow

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.

Continue with the experiences. One parent shared that she attended the Fourth Grade Field Trip to the Zoo and she learned a lot about the different careers available at the Zoo.

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. Dress up day for your future career. Participate in Hour of Code and learn about tech careers. Invite community speakers to classrooms to talk about careers (maybe focus on a career field each quarter). Kindergarten to continue teaching the career unit. During Social Studies, connect Character Counts traits with different jobs in the community. Provide more field trips as funds allow. Consider beginning School Jobs where students interview for job and teachers supervise/mentor students. Put more focus on Character Counts, manners, and etiquette.

## 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 Day schedule
- SQII Responses on the School Culture and Climate Parent and Student Surveys in the spring of 2019

#### Owner(s):

- Teachers
- ILT
- Library Tech
- TSA
- Principal

#### Timeline:

Implementation begins the first day of school and continues through June, 2019

#### 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
- 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

#### Describe Professional Learning related to this action:

- Teachers will receive updates and information regarding career awareness efforts

- Parents will be invited to present information about their career
- Parents will be invited to be guest readers on Read Across America Day.
- Teachers will receive updates and information regarding career awareness opportunities

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
ADA Attendance	95.189	96.189
Chronic Absenteeism	11.047	9.047
Suspensions Per 100	8.392	7.392

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

The chronic absenteeism rate increased this year by .7%. Historically, Kindergarten students have the highest chronic absenteeism of any grade level. This year, Kindergarten is 17.9% chronic absenteeism, 1st grade is 12.9%, 2nd grade is 12%, 3rd grade is 6.9%, 4th grade is 3.1%, 5th grade is 7.8% and 6th grade is 11.3%. Special Education students rate is 26.7% which may be impacted by health reasons. 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 was offered for the first time this school year allowing students to recover absences.

**Suspensions Per 100**

Suspensions per 100 students is on course to end about the same as last year. 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. 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.

**ADA Attendance**

The average daily attendance has increased from 95.58% to 96.07%. Saturday Academy was offered for the first time this school year allowing students to recover absences. All grade levels have higher than 96% except Kindergarten and First Grade. An attendance incentive for classes with 100% attendance was implemented with classes earning a movie and popcorn party each time they have 10 days of 100% attendance. Students with perfect attendance are recognized at Quarterly Awards Assemblies.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

English Learners had a rate of 6.1% which is well below the school average. The white subgroup had the highest rate which is 22.4%. Although school staff makes effort to education 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**

Sixth grade students have the highest suspension rate. There was one incident where five 6th grade students were suspended for stealing from the Book Fair. The African American subgroup has 13.16% suspensions compared to schoolwide of 5.05%. A key factor in this is receiving an African American 6th grade student through re-enrollment from Phoenix Elementary Academy.

**ADA Attendance**

The African American subgroup has an attendance rate of 97.61%. The white subgroup has an attendance rate of 94.8%. The SPED subgroup has an attendance rate of 94.14%. This may be impacted by health needs of SPED students.

**Step 2:** 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:**

Consider a check-in system with rewards for chronically absent students. Office staff to continue to contact parents, hold conferences, and sign attendance contracts. Teachers use Class Dojo and other communication to promote the 100% attendance reward of popcorn/movie party.

**2 ELAC:**

One parent suggested that primary students receive instruction about how important it is to go to bed on time in order to get to school on time and how to be respectful of teachers.

**3 Staff:**

Saturday Academy may increase ADA attendance rate. Student/parent interviews of chronic absent to determine cause and preferred rewards. Provide engagement opportunities and opportunities for connections besides the classroom. Make positive connections with students and teach children to love to learn. Help all feel welcome and accepted at school. Consider have staff and/or student morning greeters or staff check-ins with targeted students. Continue to implement Second Step lessons and Weekly Class Meetings. Consider providing attendance incentives that reward parents too. Consider hiring a Home School Liaison, as funds allow.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Homework folders, agendas (grades 4-6), and a Parent Handbook allowed for parent participation and will be continued.

### 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
- SQI

**Owner(s):**

**Attendance data:**

- Attendance Clerk
- Principal

**Parent Meetings:**

- Attendance Clerk
- Principal

**Quarterly Awards Assemblies:**

- Teachers
- TSA
- Principal

**Timeline:**

Implementation begins the first day of school and continues through June, 2019.

**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
- 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.

**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:**

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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.

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
- Department of Prevention and Intervention Tableau software
- Weekly Suspension data
- MAC/CHAMPS Implementation
- SEL Survey
- Student Survey
- Staff Survey
- SQI
- Class Meeting Quarterly Documentation
- Second Step Quarterly Documentation
- Mustang Meadows Data
- Connections Program Data
- Student Success Team process
- Student Behavior Plans and informal Behavior Contracts
- Tableau (Culture and Climate website)

##### Owner(s):

- Teachers
- Resource Counseling Assistant
- Climate & Culture Team
- TSA
- Principal

##### Timeline:

- Implementation begins the first day of school and continues through June, 2019
- 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
- Extra time for Resource Counseling Assistant to attend meetings with parents
- Extra time for Classified members of the Culture & Climate Team to attend monthly meetings outside their normal work hours
- 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 Resource Counseling Assistant will utilize the Connections Program to provide daily check-in for goal

##### Specify enhanced services for EL students:

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

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, incentives

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

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

## 2018-2019 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			: Rewards/Incentives - Attendance	250.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Climate & Culture	250.00
G4A2	Sup & Conc	Instruction	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 and connections between school and home. Also supports Goal 1 Actions 1, 2, 3/Goal 4 Action 1	47,320.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Supplemental contracts for RCA (Climate & Culture meetings, SST meetings, parent meetings) and paraprofessional (Climate & Culture meetings). Also supports Goal 4 Action 2	978.00
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 and connections between school and home. Also supports Goal 1 Actions 1, 2, 3/Goal 4 Action 1	4,301.00

**\$53,599.00**

# 2018-2019 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 Peer Observations. Also supports Goal 1 Actions 1, 2, 3, Goal 4 Actions 1 & 2	2,987.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for grade level planning (3 days per classroom teacher). Also supports Goal 1 Actions 2 & 3	7,637.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for planning (4 hours per classroom teacher). Also supports Goal 1 Actions 2 & 3	3,292.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News (Gr. 2/4). Also supports Goal 1 Action 3	950.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Headsprout K-1 + SDC 1-3. Also supports Goal 1 Action 3	1,400.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Storyboard Software Gr. 3. Also supports Goal 1 Action 3	300.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Wonderworks Interactive Texts and Digital Access. Also supports Goal 1 Action 3	1,460.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology. Also supports Goal 1 Actions 2 & 3	2,838.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows (4 hours M-Th/117 days). Also supports Goals 1 Action 3	8,571.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: Homework Folders (TK-6). Also supports Goal 1 Actions 2 & 3 (No food or incentives)	1,200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Agendas/Planners Grades 4-6 for Parent Participation. Also supports Goal 1 Actions 2 & 3. (No food or incentives)	575.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics: Parent Handbook and materials to support academic achievement in ELA and math. Also supports Goal 1 Actions 2 & 3	750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3125	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Goal 1 Actions 2 and 3	33,995.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observation. Also supports Goal 1 Actions 1, 2, 3 and Goal 4 Actions 1 & 2	5,505.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. Also supports Goal 1 Actions 2 & 3	15,399.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology. Also supports Goals 1 Actions 2 & 3	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance and repair. Also supports Goal 1 Actions 2 & 3	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements : Ed Elements PLI Contract. Also supports Goal 1 Actions 2 & 3	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1250	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Goal 1 Actions 2 and 3	13,597.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies to support English Learners.	776.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,000.00

G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services. Also supports Goal 1 Actions 2 & 3, Goal 2 Action 1, Goal 4 Action 1	519.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel Supplies	250.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Attendance	250.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Climate & Culture	250.00
G4A2	Sup & Conc	Instruction	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 and connections between school and home. Also supports Goal 1 Actions 1, 2, 3/Goal 4 Action 1	47,320.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Supplemental contracts for RCA (Climate & Culture meetings, SST meetings, parent meetings) and paraprofessional (Climate & Culture meetings). Also supports Goal 4 Action 2	978.00
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 and connections between school and home. Also supports Goal 1 Actions 1, 2, 3/Goal 4 Action 1	4,301.00

\$181,600.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$31,960.00
Sup & Conc	7090	\$129,447.00
LCFF: EL	7091	\$20,193.00
<b>Grand Total</b>		<b>\$181,600.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$127,751.00
G2 - All students will engage in arts, activities, and athletics	\$250.00
G4 - All students will stay in school on target to graduate	\$53,599.00
<b>Grand Total</b>	<b>\$181,600.00</b>