

## McCardle Elementary

10621666085120

Principal's Name: Linda McLaughlin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
<b>Cover Page</b>	<i>CDS Code with Signature</i>
<b>Table of Contents</b>	<i>Listing of SPSA Contents and District Goals</i>
<b>Centralized Services</b>	<i>N/A</i>
<b>Assurances</b>	<i>Consolidated Program Assurances</i>
<b>School Site Council</b>	<i>Members list</i>
<b>Required Signatures</b>	<i>Principal and SSC Chairperson</i>
<b>Additional Documents</b>	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

<b>District Goals</b>	
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.	
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**


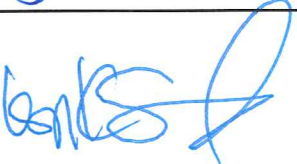
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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>Ron Kludas</b>		X			
4. <b>Pam Unruh</b>		X			
5. <b>Monica Jacobs</b>			X		
6. <b>Robyn Munerlyn</b>				X	
7. <b>Aleena Echeverria</b>				X	
8. <b>Stephanie Ginise</b>				X	
9. <b>Aaron Moore</b>				X	
10. <b>Yazmin Ramirez</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**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda McLaughlin		March 15, 2017
SSC Chairperson	Lisa Strickland		March 15, 2017

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

McCardle - 0330

**ON-SITE ALLOCATION**

3010	Title I	\$30,131 *
7090	LCFF Supplemental & Concentration	\$113,063
7091	LCFF for English Learners	\$17,145
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$160,339</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$566
Remaining Title I funds are at the discretion of the School Site Council	\$29,565
Total Title I Allocation	\$30,131

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	11/68	N/A <sup>3</sup>	34.82%	41.38%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	10/68	N/A <sup>3</sup>	32.39%	34.62%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	8/66	N/A <sup>3</sup>	34.38%	44.44%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	6/68	0.00% <sup>4</sup>	30.46%	35.71%	32.60%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	19/63	N/A <sup>6</sup>	33.93%	44.59%	1.79%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	23/63	N/A <sup>6</sup>	55.36%	60.81%	17.86%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	8/67	N/A <sup>7</sup>	N/A <sup>7</sup>	34.62%	38.68%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	16/67	N/A <sup>8</sup>	N/A <sup>8</sup>	27.95%	38.58%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	18/68	18.18%	13.33%	20.00%	13.04%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	29/68*	22.58%	25.71%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	8/68	50.00%	38.46%	34.09%	32.50%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	15/68	95.62%	95.67%	95.75%	95.80%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	19/69	10.81%	11.37%	12.65%	10.91%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	19/68	N/A <sup>10</sup>	N/A <sup>10</sup>	29.00%	20.75%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	6.68%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	46/68	6.68%	5.98%	8.64%	3.95%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.00%	0.19%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	54/67	71.12%	50.10%	24.76%	1.98%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	48/68	N/A <sup>13</sup>	N/A <sup>13</sup>	69.60%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	24/69	N/A <sup>13</sup>	N/A <sup>13</sup>	67.41%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	62/68	N/A <sup>13</sup>	N/A <sup>13</sup>	52.40%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	41/68	N/A <sup>13</sup>	N/A <sup>13</sup>	70.30%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

**High School Segment Example:**

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: linda.mclaughlin - 03/06/2017

Save

## McCardle Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	41.38	45	Other - Please specify within action
3169 - 3rd grade students reading at grade level	44.44	49	Other - Please specify within action



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

McCardle Elementary will implement a comprehensive reading program with school-wide strategies 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.

### SMART Goals

By May of 2018, the percentage of students who met or exceeded standards will increase from 41.38% to 45% as measured by SBAC. By May of 2018, the percentage of 3rd grade students who read on grade level will increase from 44.44% to 49% as measured by DRP 2.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

Teachers and students will set and monitor quarterly goals:

- KID quarterly administrations
- BAS and Fluency quarterly administrations
- DRP
- District Common Formative Assessment administrations
- Common Formative Assessments
- Intervention Progress Monitoring
- Grades
- SQII
- Classroom walkthroughs and feedback

**Owner(s):**

*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
- TSA
- Principal

**Timeline:**

**District Assessments:** Quarterly

**Grade Level Assessments:** Weekly

**Progress Monitoring:** Weekly/Monthly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
- Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their student
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, ATLAS Parent Portal, EduText, and ISLPs and parents will commit to reviewing student progress with students
- Parents will collaborate with the school through the use of Student Agendas/Planners and commit to reviewing the Agenda/Planner each night
- Parents will collaborate with the school through the use of Homework Folders and commit to returning the completed homework in the folders.

**Describe Related Professional Learning:**

- 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
- Write Tools Strategies
- Assessments
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observation
- Supplemental contracts for teachers for instructional planning – 8 hours per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Accountable Community
- Technology use and support for Personalized Learning Initiative Teachers

**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

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Economically disadvantaged students, English Learners and Foster students 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.

- 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.
- McGraw Hill Wonderworks intervention program will be purchased and utilized to support individual student needs and connections to the Guaranteed and Viable Curriculum and Common Core State Standards.
- 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
- 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
- Professional Learning will be provided for teachers participating in the Personalized Learning Initiative.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

**McCardle Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3125		Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Actions 2, 3	\$ 31,079.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1250		Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Actions 2, 3	\$ 12,430.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for SST's/IEP's/data chats/peer observation. Also supports Actions 2, 3, 4, 5, 6	\$ 5,229.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries for planning (8 hours per classroom teacher + SDC). Also supports Actions 2, 3	\$ 6,158.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				PLI Training for 1 teacher. Also supports Actions 2, 3, 4	\$ 860.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & supplies. Also supports Action 2	\$ 1,043.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology. Also supports Action 2	\$ 3,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic News Grades 2 & 4.	\$ 875.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies. Also supports Actions 2, 3, 4, 5, 6	\$ 13,014.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Maintenance and Repair. Also supports Actions 2, 3	\$ 1,000.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Agendas/Planners (Parent Participation) for Grades 4-6. Also supports Action 2	\$ 575.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Homework Folders (Parent Participation) Grades TK-6. Also supports Action 2	\$ 1,200.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Headsprout for K & 1 classrooms	\$ 1,200.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Wonderworks Intervention program	\$ 5,900.00
1	1	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Graphics - Parent Handbook and materials to support academic achievement in ELA and math. Also supports Action 2	\$ 1,000.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows (4 hours M-Th/117 days)	\$ 8,320.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology. Also supports Actions 2, 3	\$ 6,000.00
<b>Total</b>									<b>\$ 98,883.00</b>

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	34.62	38	

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

Detail the Action

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.

SMART Goals

By May of 2018, the percentage of students who met or exceeded standards will increase from 34.629% to 38% as measured by SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

*Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)*

Teachers and students will set and monitor quarterly goals:

- KID quarterly assessment
- District Common Formative Assessments
- Common Formative Assessments
- Grades
- SQI
- Classroom walkthroughs and feedback

**Explain the Targeted 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.

**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

**Owner(s):**

District Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

Grade Level Assessments:

- Teachers
- AC Teams
- ILT
- TSA
- Principal

Progress Monitoring:

- Teachers
- Certificated Tutor
- AC Teams
- TSA
- Principal

**Timeline:**

**District Assessments:** Quarterly

**Grade Level Assessments:** Weekly

**Progress Monitoring:** Weekly/Monthly

**Describe Related Professional Learning:**

- Increasing focus, coherence, and rigor
- Increasing the use of the 8 mathematical practices
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Essential Standards Backward Mapping
- Shared Vision of Effective Instruction (Instructional Practice Guide): High Expectations, Challenging Content, and Student Ownership
- DOK Levels
- Assessments
- Digital Literacy
- Accountable Communities
- Analysis of Student Work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observation
- Supplemental contracts for teachers for instructional planning – 8 hours per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their Accountable Community
- Technology use and support for Personalized Learning Initiative Teachers

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Economically disadvantaged students, English Learners and Foster students 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.
- Economically disadvantaged students, English Learners and Foster students will participate in daily



- 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 supplies as needed to complete the program needs of students), including maintenance/repair of technology
- Professional Learning will be provided for teachers participating in the Personalized Learning Initiative.

lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

### Action # 3

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.33	15	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

#### Detail the Action

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

#### SMART Goals

By May of 2018, the percentage of English Learner students who are redesignated fluent English proficient will increase from 13.33% to 15% as measured by current reading assessments and ELPAC.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- CELDT and/or 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

##### 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

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

- Teachers will review EL Goal Setting Report, CELDT and/or 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

#### Describe Related Professional Learning:

- CELDT and/or 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

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will participate in Integrated and Designated ELD
- Conduct CELDT and/or ELPAC Data Chats with targeted students
- Teachers will review the EL Goal Setting Report, CELDT and/or 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.
- EL students participating in CELDT and/or ELPAC will have focused intervention prior to the assessment
- CELDT and/or ELPAC Assessors will be provided for individual student assessment in speaking and listening
- 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

McCardle Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Translation Services. Also supports Actions 1, 2, 4, 5, 6	\$ 542.00
3	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology to support English Learners. Also supports Actions 1, 2	\$ 3,000.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies	\$ 373.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT/ELPAC Assessors	\$ 800.00
								<b>Total</b>	<b>\$ 4,715.00</b>

## Action # 4

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	12.65	10	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

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

### SMART Goals

By May of 2018, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 12.65% to 10% as measured by school attendance records.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ATLAS Attendance data
- School Messenger Log
- Daily Attendance report
- SQII

#### 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, 2018.

### Explain the Targeted 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

### Describe Related Professional Learning:

- Policies/procedures for Attendance program and Awards Assemblies
- Policies/procedures for daily attendance

- 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

**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 be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Staff will support Economically disadvantaged students, English Learners and Foster students and their families through outreach, home visits, and other related services.

McCardle Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Instruction	Materials & Supplies				Rewards and Incentives for Attendance	\$	500.00
Total									\$	500.00

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	8.64	6	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

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.

SMART Goals

By May of 2018, the percentage of students who have been suspended and/or expelled will decrease from 8.64% to 6% as measured by suspension/expulsion records.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- 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

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

- Implementation begins the first day of school and continues through June, 2018
- Data will be reviewed monthly by the Climate & Culture Team

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

Describe Related Professional Learning:

- 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

- 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

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- 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
- Magnificent Mustang Student of the Month identified by Character Counts pillar of the month
- 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
- 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

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Economically disadvantaged students, English Learners and Foster students will participate in Tier 2 and 3 behavior interventions.

McCardle Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.7500		Resource Counseling Assistant - 6 hours per day to support positive behaviors and connections between school and home. Also supports Actions 1, 2, 3, 4, 6	\$ 47,259.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				Supplemental contracts for RCA (Climate & Culture meetings, SST meetings, parent meetings) and paraprofessional (Climate & Culture meetings). Also supports Actions 4, 6	\$ 1,929.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Rewards/Incentives - Culture & Climate	\$ 250.00
<b>Total</b>									<b>\$ 49,438.00</b>

## Action # 6

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	24.76	50	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

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.

### SMART Goals

By May of 2018, the percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase from 24.76% to 50% as measured by student engagement records.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

#### Details: Explain the data which will specially 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 2018

#### Owner(s):

- Teachers
- ILT
- NTA for Intramurals
- TSA
- Principal

#### Timeline:

- Implementation begins the first day of school and continues through June, 2018
- Quarterly review of student engagement data
- Monthly updated list of approved Volunteer Applications

### Explain the Targeted 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

### Describe Related Professional Learning:

- Teachers will receive updates and information regarding parent outreach efforts and calendars
- Teachers will receive updates and information regarding student engagement



- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year
- Back to School Night will be scheduled in August and a Title 1 Parent Meeting will be scheduled in September, with notification sent home prior to the first day of school
- Parent-Teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, and any other special events

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

- Elective Wheel classes offered to provide students opportunities to be engaged in arts, activities, and athletics
- Intramural sports will be organized by a Noon Time Assistant and offered at lunch recess for students in grades 1-6
- Materials, supplies, awards, and incentives to support engagements
- Assemblies, presentations, and field trips will foster school participation and interest

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Staff will support Economically disadvantaged students, English Learners and Foster students and families through outreach, home visits, and other related services.

McCardle Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				NTA for Lunch Activities (2.5 hrs per day)	\$	5,303.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Food for Parent Participation	\$	500.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Elective Wheel supplies	\$	1,000.00
<b>Total</b>									\$	<b>6,803.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0330 McCardle Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for planning (8 hours per classroom teacher + SDC). Also supports Actions 2, 3	6,158.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			PLI Training for 1 teacher. Also supports Actions 2, 3, 4	860.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Scholastic News Grades 2 & 4.	875.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Headsprout for K & 1 classrooms	1,200.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Wonderworks Intervention program	5,900.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies. Also supports Action 2	1,043.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology. Also supports Action 2	3,000.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (4 hours M-Th/117 days)	8,320.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			: Homework Folders (Parent Participation) Grades TK-6. Also supports Action 2	1,200.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Agendas/Planners (Parent Participation) for Grades 4-6. Also supports Action 2	575.00
1	1	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics - Parent Handbook and materials to support academic achievement in ELA and math. Also supports Action 2	1,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.313	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Actions 2, 3	31,079.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST's/IEP's/data chats/peer observation. Also supports Actions 2, 3, 4, 5, 6	5,229.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. Also supports Actions 2, 3, 4, 5, 6	13,014.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology. Also supports Actions 2, 3	6,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair. Also supports Actions 2, 3	1,000.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.125	Certificated Tutor 3.5 hours per day for Reading/ELA and EL groups. Also supports Actions 2, 3	12,430.00
3	1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	373.00
3	1	LCFF: EL	Instruction	Nc-Equipment			Technology to support English Learners. Also supports Actions 1, 2	3,000.00
3	1	LCFF: EL	Instruction	Direct-Other			CELDT/ELPAC Assessors	800.00
3	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services. Also supports Actions 1, 2, 4, 5, 6	542.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Rewards and Incentives for Attendance	500.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Rewards/Incentives - Culture & Climate	250.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Resource Counseling Assistant - 6 hours per day to support positive behaviors and connections between school and home. Also supports Actions 1, 2, 3, 4, 6	47,259.00
5	2	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 Actions 4, 6	1,929.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Elective Wheel supplies	1,000.00

6	2	Sup & Conc	Instruction	Mat & Supp	: Food for Parent Participation	500.00
6	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp	NTA for Lunch Activities (2.5 hrs per day)	5,303.00
						<b>\$160,339.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$30,131.00
Sup & Conc	7090	\$113,063.00
LCFF: EL	7091	\$17,145.00
<b>Grand Total</b>		<b>\$160,339.00</b>

Domain Totals	Budget Totals
Academic	\$103,598.00
SEL / Culture & Climate	\$56,741.00
<b>Grand Total</b>	<b>\$160,339.00</b>