

Roeding Elementary

10621666006464

Principal's Name: Rob Gaertig

Principal's Signature:

A handwritten signature in black ink, appearing to read "Robert Gaertig", written over a horizontal line.

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

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District Goals	
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>

Roeding School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Robert Gaertig	X				
2. Chairperson- Karen Vetter				X	
3. Alex Volkov		X			
4. Robin Nickel		X			
5. Nikki Pellegrino		X			
6. Christa Hancer			X		
7. Earicka White				X	
8. Wendy Monge				X	
9. Karl Vetter				X	
10. Lilliana Moreno				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	Rob Gaertig		3/7/17
SSC Chairperson	Karen Vetter		3/7/17

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

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$64,224 *
7090	LCFF Supplemental & Concentration	\$231,900
7091	LCFF for English Learners	\$68,580
TOTAL 2017/18 ON-SITE ALLOCATION		\$364,704

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,206
Remaining Title I funds are at the discretion of the School Site Council	\$63,018
Total Title I Allocation	\$64,224

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	65/68	N/A ³	15.71%	16.12%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	38/68	N/A ³	10.73%	18.80%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	63/66	N/A ³	10.58%	12.17%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	15/68	0.00% ⁴	36.69%	40.41%	30.56%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	7/63	N/A ⁶	62.89%	56.36%	7.48%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	2/63	N/A ⁶	72.16%	76.36%	19.63%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	50/67	N/A ⁷	N/A ⁷	16.78%	23.04%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	49/67	N/A ⁸	N/A ⁸	17.49%	23.18%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	41/68	8.77%	17.78%	14.75%	9.55%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	32/68*	22.41%	24.83%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	40/68	26.28%	42.57%	44.23%	43.48%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	47/68	94.37%	94.62%	94.55%	94.94%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	39/69	15.60%	15.07%	16.44%	15.20%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	33/68	N/A ¹⁰	N/A ¹⁰	33.90%	28.91%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	12.40%	0.25%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	49/68	12.40%	3.55%	9.75%	10.32%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	44/68	0.13%	0.00%	0.12%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	25/67	44.63%	73.65%	65.68%	0.93%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	49/68	N/A ¹³	N/A ¹³	69.31%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	5/69	N/A ¹³	N/A ¹³	75.28%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	10/68	N/A ¹³	N/A ¹³	64.61%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	52/68	N/A ¹³	N/A ¹³	68.24%	N/A ¹³	•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: kristin.bride - 03/09/2017

Save

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

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22	27	California Teaching Fellows Foundation

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

Detail the Action

The school will continue our focus on rigorous text from Pre-K through 6th grade.

- Each grade-level will utilize the GVC (Wonders) to provide students with Reading, Writing, Listening and Speaking Standards.
- English Learners will be provided support in these areas to promote growth and further achievement.
- Students will build their technology proficiency through consistent use of online resources from Wonders.
- Unit Reading Plans will be created by AC teams to identify the Focus Standards for each Unit, benchmark and Unit Assessment questions, and how it will meet the demands of the standards on CFA and CAASP. Continue the Cycle of Continuous Improvement by analyzing the assessment data and answering reflective questions, writing SMART Goals, and adjusting lessons and intervention groups. Unit Plans and Data Reflection will be turned in every 2-6 week cycle.
- Professional Learning will be provided to ensure teachers are continuing to build their understanding of CCSS utilizing the Common Core Companion, GVC materials, District Models/materials and continued study of Learning by Doing.
- Additional Material & Supplies will be purchased to meet this goal (technology, replacement technology, repairs to technology, supplies for printers, etc).
- Sub release days will be provided for teachers to do walk-throughs, observations, data chats and SSTs for identified students who need support.

SMART Goals

By June 2018, the number and percent of students scoring Met or Exceeded Standards on ELA Common Formative Assessment will increase from 22% in 2017 to 27% in 2018. Through consistent planning and analyzing, and reflecting on data by teachers in their AC teams, students will show progress toward meeting standards on the CFA as measured by data collected from Focus Standards identified on benchmarks and unit assessments.

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

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

- **Analyze** – Begin using end of year DRP and SBAC data points to identify who is on grade-level, near or below grade-level in order to analyze gaps. CFA data will be used as well as Wonders Unit and benchmark assessments to monitor progress throughout the year.
- **Reflect** – Teachers will investigate the standards that are deficient and utilize the Common Core Companion and deconstructed standards to identify how to respond to student gaps.
- **Plan** - Group students across the grade-level and plan for lessons using Reading, Writing, Listening, Speaking and ELD strategies to meet the definition of the standard. Students will attend the appropriate deployment group that will build foundations and reading comprehension in each grade level. A Unit ELA plan will be created every 6 weeks based upon Scope & Sequence for each quarter including benchmarks building up to the Unit Assessment.
- **Implement** – Teach using appropriate strategies and complex text, talk & task within the GVC (Wonders).
- **Assess** – As a grade-level, AC teams will create and plan formative assessments within Wonders, building computer literacy through online assessments when available. IPG data will be collected through walkthroughs, feedback and reflective conversations will be utilized to support actions.

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

- Parents will participate in Back-to-School Night, Parent Conferences in October, review work sent home, share data and strategies with parents at Community Coffee (quarterly), and encourage participation in EduText.

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

- Unit Backwards Planning as an AC
- Focus on R, W, L & S standards
- Benchmark Assessments for each Unit in ELA
- Daily writing to text
- 45-Minute Deployment/ Intervention/ ELD (Focused instruction on Identified Standards)
- Questioning Strategies
- Common Core Companion
- Technology
- Certificated Tutors (x2)
- Teaching Fellows (x3)
- Materials and Supplies to Support ELA
- Additional Text Sets (Chapter Books, CYRMbooks, etc.)
- Sub release days for Walk-throughs, observations, Data chats, SSTs

Owner(s):

- Teachers
- AC Teams
- TSA
- Administration

Timeline:

- Identify DRP and SBAC results prior to school beginning to analyze and group students into intervention groups.
- Create formative and benchmark assessments to monitor essential standards from the GVC (Wonders).
- Give assessments and bring results to AC meetings to analyze and reflect in order to plan next steps of instruction and intervention.
- Reflective conversations will be utilized to discuss IPG data collected from walkthroughs.

Process will continue throughout the year.

Describe Related Professional Learning:

- Professional Learning will be provided to ensure teachers are continuing to build their understanding of CCSS utilizing the Common Core Companion, GVC materials, District Models/ materials and continued study of Learning by Doing.

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

- Teachers will analyze data from Wonders Benchmark Unit Assessments, ELD Unit Assessments, and CFA or SBAC data when available, to create strategic intervention groups that meet the needs of each student.
- Students who require small group, intensive intervention, in grades K-3 will receive reading foundations during deployment with a Certificated Tutor and Teaching Fellows.
- Students who require small group, intensive intervention, in grades 4-6 will receive reading foundations during deployment with a Certificated Tutor.
- English Learners who qualify for intervention groups will be grouped by related levels through the use of ELA and ELD standards and focus on R,W,L and S strategies throughout the day.

Roeding Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2900		SPSA Goal #1- Certificated Tutors utilized to support students needing Tier 2 support during intervention (\$50,833) SQII 6256	\$ 30,085.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2400		SPSA Goal #1- Certificated Tutors utilized to assist students with Tier 2 supports during intervention. (\$50,094) SQII 6256	\$ 24,536.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2000		SPSA Goal #1- Certificated Tutors utilized to support students needing Tier 2 support during intervention (\$50,833) SQII 6256	\$ 20,748.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2500		SPSA Goal #1- Certificated Tutors utilized to assist students with Tier 2 supports during intervention. (\$50,094) SQII 6256	\$ 25,558.00
1	1	Sup & Conc	Instruction	Materials & Supplies				SPSA Goal #1-Goal #3- Materials and Supplies to support instruction for ELA, Math, and ELD: \$15594 (PO to Save Mart \$1,300) SQII 6256, 48, 5942	\$ 15,594.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				SPSA Goal #1-Goal #3- Technology purchase for student use (Tablets/mini laptops): \$48,363 SQII- 6256, 6258, 2358	\$ 48,363.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				SPSA Goal #1- Goal #3- Technology equipment for classroom instruction- \$16,512 SQII- 6256, 6258, 2358	\$ 16,512.00
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				SPSA Goal #1-#3Technology Repair for classroom tablets/mini laptops: \$3,065. SQII- 6256, 6258, 2358	\$ 3,065.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				SPSA Goal #1- #5-Parent Involvement" \$1206 SQII- 6256, 6258, 2358, 48, 5942,7134 NO FOOD, NO INCENTIVES	\$ 1,206.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	SPSA Action #1- California Teaching Fellows needed to provide small group, intensive intervention for students: \$34,621 SQII- 6256	\$ 34,621.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				SPSA Goal #1- Supplemental Materials for instruction (PO to Barnes and Noble): \$2,000 SQII: 6256	\$ 2,000.00
Total									\$ 222,288.00

Action # 2

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	22	27	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

The school will continue our focus on building Math Conceptual Understanding through the use of grade-level standards.

- Standards will build from the beginning levels of Pre-K and build through 6th grade. Instruction will be planned and delivered utilizing the 3 Mathematics Shifts. The focus of each instructional opportunity will focus on the use of the grade-level FOCUS STANDARDS (depth), COHERENCE (linking to prior knowledge and real-world applications & RIGOR (Conceptual Understanding, Fluency & Application). Instruction will allow students to have an increased use of their voice in working through the learning with partners and/or small groups.
- Basic Math Computation, Conceptual Understanding, and Application problems explained through writing, will be assessed in each chapter taught in Go Math! to ensure the fluency of mathematics is in place and that students are able to meet the expectation of the standards.
- Re-teaching opportunities will be scheduled in small groups as appropriate.
- There will be an increased use of manipulatives to match Conceptual Understanding of grade-level concepts. Increased use of formative assessments.
- Additional Material & Supplies will be purchased to meet this goal (technology, replacement technology, repairs to technology, supplies for printers, etc.).
- The focus subgroups will be African Americans and English Learners.
- Sub release days will be provided for teachers to do walk-throughs, observations, data chats and SSTs for identified students who need support

SMART Goals

By June 2018, the number and percentage of students scoring Met or Exceeded Standards on the Math Common Formative Assessment will increase from 22% in 2017 to 27% in 2018. Through consistent planning, analyzing, and reflecting on data by teachers in their AC teams, students will show progress toward meeting standards on the CFA as measured by data collected from Focus Standards identified on benchmarks given in the GVC (Go Math!) each quarter.

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

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

- **Analyze** –Teachers will review SBAC data points to identify who is on, near, or below grade-level, in order to analyze gaps. CFA data will be used as well as Go Math! formative and benchmark assessments to monitor progress throughout the year.
- **Reflect** – Teachers will analyze standards utilizing the Common Core Companion and deconstructed standards to identify how to respond to student gaps, determine appropriate rigor, tasks, and supports for students to meet standards.
- **Plan** - AC teams will create a Unit Math Plan each quarter based upon Scope & Sequence, instructional planner, and grade-level standards, including benchmarks and formative assessments. Based on data, students who need additional support to meet grade level standards will be given small group instruction utilizing strategic instructional strategies.
- **Implement** –Teachers will instruct students using rigorous investigations to build conceptual understanding as planned by AC teams. Teach using appropriate strategies within the GVC (Go Math!).
- **Assess** – As a grade-level, AC teams will create and plan formative assessments within Go Math!, building computer literacy through online assessments when available. IPG data will be collected through walkthroughs, feedback and reflective conversations will be utilized to support actions.

Owner(s):

- Teachers
- AC Teams
- TSA
- Administration

Timeline:

- Identify SBAC results prior to school beginning, in order to analyze and prepare for instruction.
- Create a Unit Math Plan that includes essential standards, chapters for instruction, instructional strategies, and assessments.
- Create formative and benchmark assessments to monitor essential standards from the GVC (Go Math!).
- Give assessments and bring results to AC meetings to analyze and reflect in order to plan next steps of instruction and intervention.
- Reflective conversations will be utilized to discuss IPG data collected through walkthroughs.

Process will continue each quarter throughout the year.

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

- Parents will participate in Back-to-School Night, Parent Conferences in October, review work sent home, share data and strategies with parents at Community Coffee (quarterly), and encourage participation in EduText.

Describe Related Professional Learning:

- Professional Learning will be provided to ensure teachers are continuing to build their understanding of CCSS utilizing the Common Core Companion, GVC materials, District Models/ materials and continued study of Learning by Doing.

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

Students will have additional materials and supplies in order to interact with Math standards including manipulatives, additional chart/poster printing. On-line resources or other materials as appropriate will be purchased. Laptops/Tablets will be purchased to ensure technology fluency is supported.

- Benchmark Assessments each quarter
- Use of manipulatives
- Math Fluency through BBF instruction and BBF Status Checks
- Rewards in the form of Dog-Tags for each operation the students master
- Unit Backwards Planning as an AC
- Daily writing about math
- Questioning strategies
- Common Core Companion
- **Materials & supplies to support mathematics**
- **Technology**
- **Sub release days for walk-throughs, observations, data chats and SSTs**

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

- Teachers will analyze data from Go Math! Unit Assessments each quarter, and CFA or SBAC data when available, to create strategic intervention groups that meet the needs of each student.
- Extensive work and support will be utilized with English Learners to plan for additional support and the use of manipulatives to engage with the Math, learning in small groups as appropriate.

Roeding Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SPSA Goal #1, #2, #5- 40 days- Subs for SSTs/Teacher Data chats/Walk-through:\$3,800 (Total- \$4,416)		\$ 4,416.00
									Total	\$ 4,416.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	39.55	34	

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

Detail the Action

The school will continue our focus on increasing the number of ELD students who advance at least one proficiency level towards re-designation.

- Students will have Designated and Integrated ELD instruction throughout the day.
- ELD and ELA standards will be matched to ensure students are growing and raising their academic achievement.
- There will be a planned ELD time either during deployment or in addition to meet the requirements of designated ELD time.
- Reading, Writing, Listening and Speaking will be the basic foundation, along with standards to meet grade-level expectations.

SMART Goals

By June 2018, the number and percentage of current English Learner students *not* advancing at least one proficiency level on the current LPAC from previous year CELDT will decrease from 39.55% to 34% or lower. Students will be given support and opportunities to practice the use of Reading, Writing, Listening, and Speaking throughout the school day as measured by formative assessments, EL Wonders Unit Assessments every 6 weeks, and teacher observations.

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

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

- **Analyze**- Look at EL data to analyze and identify eligible students.
- **Reflect**- Identify trends or patterns in student data and performance.
- **Plan**- Plan for student instruction and support during designated and integrated ELD focusing on Reading, Writing, Listening, and Speaking.
- **Implement**- Implement plan for ELs during designated and integrated times.
- **Assess**- Use Wonders Unit EL Assessments, formative assessments, and teacher observation to demonstrate student mastery and growth towards targets. IPG data will be collected through walkthroughs, feedback and reflective conversations will be utilized to support actions.

Owner(s):

- Teachers
- ELD Teachers
- AC Teams
- TSA
- Administration

Timeline:

- Identify students before school begins and list by their areas of growth needed.
- ELD teachers will focus on the identified standards using Listening, Speaking, Reading, and Writing.
- Reflective conversations will be utilized frequently to discuss data collected through walkthroughs.

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

- Parent of English Learners will have a detailed report of what students need in order to be re-designated.

Describe Related Professional Learning:

- Staff will have PL in the areas of ELA/ELD integration, specific strategies and techniques to support

Data will be shared at Parent Conferences in October, Community Coffee, and ELAC meetings. Translators will be provided during conferences and any important meeting.

students throughout the day, specific lesson progression for ELD teachers, and utilize rigor in the area of Reading, Writing, Listening and Speaking.

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:

Materials and Supplies for ELD lessons; additional technology in the form of printers, laptops and software; supplemental literacy texts and books.

- Nothing additional for English Learner students as this action focuses on English Learners.

- Designated and Integrated ELD for all EL students
- Focus on Reading, Writing, Listening, and Speaking
- Designated ELD during Deployment
- ELs will complete the EL Unit Assessments in ELA (Wonders)
- BIAs to support Kindergarten students acquiring English
- Materials and Supplies
- Technology
- Translators for parents during conferences and important meetings

Roeding Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		SPSA Goal #3- EL support through 2 BIA's: \$10,524	\$ 10,524.00	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		SPSA Goal #3- EL support through 2 BIA's: (\$10,947) SQII 2358	\$ 10,947.00	
3	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				SPSA Goal #3- Parent Conference Translating: \$347 (Total \$419) SQII 2358	\$ 419.00	
3	1	LCFF: EL	Instruction	Materials & Supplies				SPSA Goal #3- ELD support materials and supplies- \$384 SQII- 2358	\$ 384.00	
Total									\$ 22,274.00	

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.08	95.5	
5942 - Chronic absenteeism rate	14.22	10	

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

Detail the Action

Identified students who are below the 90% attendance rate or heading toward that rate, will be provided supports to be present in school and on-time.

- Student engagement strategies and positive reinforcement techniques will be planned and implemented to ensure students are part of the classroom discussions and learning opportunities that will encourage students to be at school.
- Classroom rewards for perfect attendance of the class
- Individual incentives for students who are identified and are improving
- Individual conferences with parents of identified students
- Home visits and follow-up phone calls by the Child Welfare Attendance Specialist

SMART Goals

By June 2018, the ADA Attendance Rate will rise from 95.08% in 2016-17 to 95.5% and the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 14.22% in 2016-17 to 10% as measured by Atlas Attendance Reports, Data Dashboard, and CWAS data.

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

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

- **Analyze**- Admin, CWAS, and Office Assistant will review data from ATLAS attendance and Data Dashboard to identify students.
- **Reflect**- CWAS will determine the treatment, incentives, and support for each student in order to increase attendance
- **Plan**- Create a plan with the student and parent through meetings or home visits to increase student's regular attendance
- **Implement**- Provide supports to be at school and engaged with learning
- **Assess**- Provide weekly feedback for students that show improvement and identify additional supports.

Owner(s):

- Office Assistant
- Child Welfare Attendance Specialist
- Administration
- Teachers

Timeline:

- Identified students will be monitored weekly.
- Weekly incentives and next step plans will be created, modified or added as needed.
- Students will track their progress for increased attendance utilizing Strides on the Student Portal

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

- Individual meetings with targeted parents, share monthly attendance data with parents at Community Coffee meetings (quarterly), positive notes home (either mailed or by phone) to share progress.

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

- Students will have supports in place in order to motivate improved attendance.
- Classroom Attendance Rewards
- Accurate attendance entered each day by 8:30 from each teacher
- Prompt ATLAS entry of tardy students, parent calls, doctor notes and phone excuses by Office Assistant
- Monitoring of attendance by CWAS and Office Assistant
- Parent Conferences with students who enter chronically absent students
- Use of full time Child Welfare Attendance Specialist to make connections with families, support families with resources, and set goals to get students to school

Describe Related Professional Learning:

- Staff members will have PL in the form of encouraging students to attend regularly and engaging the struggling student or frequently absent student.

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

- English Learner students that do not have 90% or more attended days will have supports in their Primary Language so students will understand the importance of being at school daily and on-time.

Roeding Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd II	0.5000		SPSA Goal 4- Split fund CWAS 50% with DPI- Working with students and parents to increase attendance and involvement. SQII 48,5942-	\$ 35,974.00
								Total	\$ 35,974.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7134 - Elementary students self-efficacy survey results for questions 14-17	64.61	72	

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

Detail the Action

A school-wide focus on building self-efficacy will increase student's belief in oneself through instructional methods.

- Modeled strategies will provide information about what sequence of actions will lead to success and which actions have undesirable consequences.
- Goal setting will motivate students to exert extra effort and persist their attention on the relevant task and strategies that will help them accomplish the task.
- Self-evaluations of progress will maintain self-efficacy for learning and help students perform. Self-evaluations will raise self-efficacy and motivation because students believe they are learning and capable of further progress.
- Use of Resource Counseling Assistant to support students who do not have self-efficacy through small group instruction, one-on-one support, teacher support, and independent student behavior/incentive plans
- Use of School Psychologist to support staff and students through PL, classroom assistance and observations, small group intervention, and SST support
- Teachers will foster academic achievement and motivation for continued learning among all learners.
- Teachers will make a weekly commitment to utilizing Class Meetings and Second Step lessons.

SMART Goals

By June 2018, the number and percentage of positive responses on the Self-Efficacy construct of the Elementary Student Survey will increase from 64.61% in 2015-16 to 72% in 2017-18 as measured by responses to questions 14-17 by students in grades 4-6.

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

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

- **Analyze-** Admin, Teachers, RCA, School Psychologist and TSA will analyze SEL data from 16-17 Student Survey to identify areas of concern.
- **Reflect-** SCORE Team will create a plan of instruction based on data results.
- **Plan-** Lesson integration of instructional methods that includes Modeling, Goal Setting, and Self-Evaluations will be included into Class Meetings and Second Step lessons.
- **Implement-** Provide supports to encourage and build self-efficacy in students that in turn will increase student achievement.
- **Assess-** Quarterly school created surveys will be given to collect data around Self-Efficacy.

Owner(s):

- Resource Counseling Assistant
- Teachers
- TSA
- CWAS
- Administrators
- School Psychologist
- SCORE Team (Safe and Civil)

Timeline:

- Review of 2016-17 SEL student survey and identify areas of concern.
- Class Meetings held the first day of each week utilizing Olweus and Class Meetings that Matter.
- Second Step lessons taught 3 days per week in grades K-6
- Utilization of instructional methods: Modeling, Goal Setting, and Self-Evaluations
- Quarterly school created survey aimed at collecting data showing student attitude and feelings towards school, environment, and self.

Continue each quarter, adjusting Class Meetings and Second Step lessons accordingly to meet the needs of students in each class.

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

- Share quarterly data from student surveys with parents at Community Coffee meetings (quarterly), positive notes home (either mailed or by phone) to share achievements, and encourage strategies that can be used at home with their students during Parent Conferences in October that will help build Self-Efficacy.

Describe Related Professional Learning:

- Teachers will receive PL from the Resource Counseling Assistant, School Psychologist, SCORE Team, and Administrators on how to build self-efficacy with-in students. Strategies, interventions, and lessons to use with students will be shared.

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

- Use of Resource Counseling Assistant to support students who do not have self-efficacy through small group instruction, one-on-one support, teacher support, and independent student behavior/incentive plans.
- Use of School Psychologist to support staff and students through PL, classroom assistance and observations, small group intervention, and SST support.
- Sub release days for SSTs for identified students who need support.
- Weekly, documented, class meetings utilizing Olweus, and Class Meeting That Matter
- Second Step Lessons done at least 3 days per week in each classroom TK-6
- Sixth grade Family Life curriculum (Sex Can Wait) beginning in September
- Friday Rocket Boosters Clubs
- Quarterly Awards

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

- Data collected through teacher observations and surveys, will allow interventions and instruction to build student's self-efficacy for those who need additional supports, such as economically disadvantaged, EL students, or foster youth.
- Based on data, students who require Tier 2 or 3 supports will be seen in small group by the RCA or School Psychologist where specific, direct instruction can occur to meet the identified needs of students.

Roeding 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		SPSA Goal #5- RCA will be used to work with students in small groups, individual support for Tier 2 and 3 students, assistance with SST process: \$27,189 (total \$42,727) SQII 7134	\$	42,727.00
5	2	Title 1 Basic	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.3000		SPSA Goal #5- 1.5 additional day Psych time to use for students and teachers. (36,867) HEIDI HALEY SQII 7134	\$	37,025.00
Total									\$	79,752.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			SPSA Goal #1- Goal #3- Technology equipment for classroom instruction- \$16,512 SQII- 6256, 6258, 2358	16,512.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: SPSA Goal #1- Supplemental Materials for instruction (PO to Barnes and Noble): \$2,000 SQII: 6256	2,000.00
1	1	Title 1 Basic	Instruction	Direct-Maint			SPSA Goal #1-#3Technology Repair for classroom tablets/mini laptops: \$3,065. SQII- 6256, 6258, 2358	3,065.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			SPSA Goal #1- #5-Parent Involvement" \$1206 SQII- 6256, 6258, 2358, 48, 5942,7134 NO FOOD, NO INCENTIVES	1,206.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.240	SPSA Goal #1- Certificated Tutors utilized to assist students with Tier 2 supports during intervention. (\$50,094) SQII 6256	24,536.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.290	SPSA Goal #1- Certificated Tutors utilized to support students needing Tier 2 support during intervention (\$50,833) SQII 6256	30,085.00
1	1	Sup & Conc	Instruction	Mat & Supp			SPSA Goal #1-Goal #3- Materials and Supplies to support instruction for ELA, Math, and ELD: \$15594 (PO to Save Mart \$1,300) SQII 6256, 48, 5942	15,594.00
1	1	Sup & Conc	Instruction	Nc-Equipment			SPSA Goal #1-Goal #3- Technology purchase for student use (Tablets/mini laptops): \$48,363 SQII- 6256, 6258, 2358	48,363.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : SPSA Action #1- California Teaching Fellows needed to provide small group, intensive intervention for students: \$34,621 SQII- 6256	34,621.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.200	SPSA Goal #1- Certificated Tutors utilized to support students needing Tier 2 support during intervention (\$50,833) SQII 6256	20,748.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.250	SPSA Goal #1- Certificated Tutors utilized to assist students with Tier 2 supports during intervention. (\$50,094) SQII 6256	25,558.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			SPSA Goal #1, #2, #5- 40 days- Subs for SSTs/Teacher Data chats/Walk-through:\$3,800 (Total- \$4,416)	4,416.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	SPSA Goal #3- EL support through 2 BIA's: \$10,524	10,524.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	SPSA Goal #3- EL support through 2 BIA's: (\$10,947) SQII 2358	10,947.00
3	1	LCFF: EL	Instruction	Mat & Supp			SPSA Goal #3- ELD support materials and supplies- \$384 SQII- 2358	384.00
3	1	LCFF: EL	Parent Participation	Oth Cls-Supp			SPSA Goal #3- Parent Conference Translating: \$347 (Total \$419) SQII 2358	419.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd II	0.500	SPSA Goal 4- Split fund CWAS 50% with DPI- Working with students and parents to increase attendance and involvement. SQII 48, 5942-	35,974.00

5	2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.300	SPSA Goal #5- 1.5 additional day Psych time to use for students and teachers. (36,867) HEIDI HALEY SQII 7134	37,025.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	SPSA Goal #5- RCA will be used to work with students in small groups, individual support for Tier 2 and 3 students, assistance with SST process: \$27,189 (total \$42,727) SQII 7134	42,727.00

\$364,704.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,224.00
Sup & Conc	7090	\$231,900.00
LCFF: EL	7091	\$68,580.00
Grand Total		\$364,704.00

Domain Totals	Budget Totals
Academic	\$248,978.00
SEL / Culture & Climate	\$115,726.00
Grand Total	\$364,704.00