


Roeding Elementary

10621666006464

Principal's Name: Debbie Duran

Principal's Signature: 
DEBBIE L DURAN (May 19, 2020 10:34 PDT)

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Debbie Duran	X				
2. Chairperson – Rashell Tinoco			X		
3. Stacey Weinberg		X			
4. Genaro Garcia		X			
5. Christa Hancer		X			
6. Candi Delgado				X	
7. Ansley Andrews				X	
8. Tanya Sontoyo				X	
9. Joshlyn Blancarte				X	
10. Vanessa Jasso				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran	 DEBBIE L DURAN (May 19, 2020 10:34 PDT)	May 19, 2020
SSC Chairperson	Rashell Tinoco	 Rashell Tinoco (May 18, 2020 19:19 PDT)	May 18, 2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$64,872 *
7090	LCFF Supplemental & Concentration	\$237,112
7091	LCFF for English Learners	\$42,672
TOTAL 2020/21 ON-SITE ALLOCATION		\$344,656

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,836
Remaining Title I funds are at the discretion of the School Site Council	\$63,036
Total Title I Allocation	\$64,872

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.244 %	29.891 %	2018-2019	36.891 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.74 %	26.575 %	2018-2019	33.575 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-150.7 pts	-141.7 pts	2018-2019	-126.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-158.5 pts	-171.8 pts	2018-2019	-156.8 pts
SBAC ELA Distance from Level 3 (African American)		-90.8 pts	2018-2019	-75.8 pts
SBAC Math Distance from Level 3 (African American)		-106.5 pts	2018-2019	-91.5 pts
SBAC ELA Distance from Level 3 (White)		-55.9 pts	2018-2019	-40.9 pts
SBAC Math Distance from Level 3 (White)		-71.3 pts	2018-2019	-56.3 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

ELA Action: Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

Our English Learner re-designation rate dramatically increased 26.6 points and is currently 18.1 points above standard indicating our students performed significantly better on multiple measures needed for re-designation. According to the California Dashboard, 37.8% of our English Language Learners are making progress towards proficiency.

ILT members participated in professional development through a partnership with TNTP and our Regional Mini PAC leads which supported teachers in the design and development of lessons in ELA. The team met

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

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

The students in lower performing subgroups struggle with decoding, reading fluency and reading comprehension. This can cause significant gaps in learning.

Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research based to close gaps in learning and differentiating instruction based on need by student).

Roeding will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing learning gaps with a special lens on specific needs for subgroups.

with a consultant from TNTP multiple times throughout the year to build knowledge, design lessons, instruct and receive feedback from consultant to support their growth in planning instruction of CORE lessons using student evidence. In addition, there were a number of PL sessions for staff related to designing and implementing Tier 1 lessons and effective strategies.

Additionally, the Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to plan for a ELA units (backwards mapping, etc.), supported the increases in ELA scores. For each unit, the collective grade level creates at least one Common Summative Assessment, at least one Common Formative Assessment, and then share data, planning support, and provide each other feedback as to successful instructional moves.

With a minimum of 90 minutes of instruction in ELA and 40 minutes of RTI at each student's designated reading level, District and State assessments are showing increases in grade 3,5, & 6.

2018-19 SBAC Scores show an increase of 7% in ELA schoolwide as compared to the previous year (2017-18). Most recent iReady assessment results show an increase in performance in all grades 1 - 3 (Kinder does not take this assessment) from the beginning of this year to the last assessment.

1st grade +21

2nd grade +29

3rd grade +19

4th grade +6

5th grade +13

6th grade +18

3rd-6th grade +20

These results show students are moving closer to proficiency based on iReady results also show growth in all grade levels.

SBAC ELA Distance from Level 3 (African American)
2018-19

According to California School Dashboard, Roeding is 48.4 points below standard in ELA

According to California School Dashboard, Roeding has increased 22.4 points in ELA since 2018.

SBAC ELA Distance from Level 3 (African American)

Of 34 African American students tested in ELA, the population is 90.8 points below standard, and have increased 12.7 points since 2018.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Of 37 Students with Disabilities tested in ELA, the population is 140.7 points below standard, and have increased 30.2 points since 2018.

SBAC ELA Distance from Level 3 (White)

Of 17 white students tested in ELA, the population is 55.9 points below standard, and have increased 18.3 points since 2018.

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

Additionally, our African American and Students with Disabilities Subgroups have a higher percentage of chronically absent rate, which leads to decreases in academic performance.

SBAC ELA Distance from Level 3 (African American)

SBAC ELA Distance from Level 3 (African American)

Our African American subgroup has a status of "Very Low" scoring academically in ELA. Although there was an increase in movement towards standard, this status is a major concern for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school).

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs. In addition, over 45 AA students participated in the A4 after school reading program.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Attendance and Rigor is a significant barrier for our Students with Disabilities. Additionally, lack of unconditional reading skills and concepts impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides service as supports for our Students with Disabilities. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

SBAC ELA Distance from Level 3 (White)

Our White subgroup at Roeding is identified as a status level of "Low" in ELA. They are currently 55.9 points away from standard and need additional intervention to close the gap. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly late in this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

Additional PL in instruction as well as differentiation is needed and should be continued throughout the year (and differentiated for varied levels of staff experience).

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

According to our SBAC results, 4 and 6 grade did not perform as expected. Turnover in staff has made it difficult to truly evaluate PL and initiative effectiveness and may alter results from year to year. We had 9 teachers new to the Roeding staff in 2018-19. Of those teachers, 7 were brand new teachers and only 2

According to California School Dashboard, Roeding is 64.2 points below standard in Math.

According to California School Dashboard, Roeding has increased 13.7 points in Math since 2018.

2018-19 SBAC Scores show an increase of 9% in Math schoolwide as compared to the previous year (2017-18). Most recent iReady assessment results show an increase in performance in all grades (Kinder does not take this assessment) from the beginning of this year to the last assessment.

1st grade +5

2nd grade +26

3rd grade +18

4th grade +18

5th grade +20

6th grade +16

3rd-6th grade +23

These results show students are moving closer to proficiency based on iReady results also show growth in all grade levels.

SBAC Math Distance from Level 3 (African American)

Of 34 African American students tested in Math, the population is 9106.5 points below standard, and have increased 2.3 points since 2018.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Of 37 Students with Disabilities tested in Math, the population is 171.8 points below standard, and have increased 10.5 points since 2018.

SBAC Math Distance from Level 3 (White)

Of 17 white students tested in Math, the population is 71.3 points below standard, and have increased 3 points since 2018.

had more than 1 years of experience. 2019-20 brought 4 additional new teachers, again 3 who were brand new and 1 who had more that 1 years of experience.

Based on growth of Fall and Winter diagnostics, there is adequate growth in all grade levels, however it is important for teachers to utilize the mini lessons made available on i-Ready platform to provide additional access to reading foundations and to build reading comprehension skills.

These results show students are moving closer to proficiency based on iReady results also show growth in all grade levels.

SBAC Math Distance from Level 3 (African American)

Our African American subgroup has a status of "Very Low" scoring academically in MATH. Although there were 2.3 points increases in movement towards standard, this status is a major concern for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in Math and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school).

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Attendance and Rigor is a significant barrier for our Students with Disabilities in Math proficiency. Additionally, lack of basic math concept development can impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides services as supports for our Students with Disabilities. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

SBAC Math Distance from Level 3 (White)

Our White subgroup at Roeding is identified as a status level of "Low" in Math. Of 17 white students tested in Math, the population is 71.3 points below standard, and have increased 3 points since 2018. They need additional intervention to close the gap. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

Additional PL in instruction as well as differentiation is needed and should be continued throughout the year (and differentiated for varied levels of staff experience).

With 90 minutes of instruction in ELA and 40 minutes of RtI at each student's designated reading level, District and State assessments are consistently demonstrating growth in all grade levels.

In the 2019 SBAC ELA data comparison from California Dashboard, the school site has increased 22.4 points, ELL's have increased 18 points, Hispanic has increased 23.4 points, and socioeconomically disadvantaged have increased 23.8 points in comparison to 2018 SBAC scores in ELA.

There is anticipated growth of at least 5% in 2020 SBAC. Additional improvement in scores directly correlate to Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), in which grade level teachers from all four schools meet to build for an ELA unit: one Common Summative Assessment, at least on Common Formative Assessment, and then share data and provide each other feedback as to successful instructional moves.

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

- Teachers are utilizing i-Ready online platform to individualize reading and math instruction, based off diagnostic results
- Continue TNTP work with Leadership Team (ILT) and begin learning/PL in 2020-21 with all teaching staff
- Continue Tier 2-3 RTI support for students but revise quarterly based on data to ensure student needs are being met.
- Continue PL for staff on cognitive planning of instruction (build staff capacity)
- Teachers are using various forms of data to identify students' individual needs in reading and math
- Teachers are meeting with students to goal set for upcoming district diagnostics using multiple measures (such as: iReady data, CFA, and CSA data)
- Teachers were provided grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RTI time

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC gave feedback before writing SPSA in Feb. 2020
- SSC member discussed an interest in project based learning
- SSC to review draft SPSA March

2 ELAC:

- ELAC review SPSA March
- Feedback:

3 Staff:

- Staff shared interest/feedback for changes to 2020-21 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
- Admin included all requests in budget/SPSA options
- Staff Voted on options individually at PLC Meeting on 2/5/20

Action 1

Title: ELA KINDER-3RD GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades K through 3 reading on grade level and beyond.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

i-Ready: The Fall i-Ready Diagnostic will be used as a baseline indicator. Teachers will utilize this data point for student chats, goal setting and progress monitoring for the Winter and Spring Diagnostics.

Owner(s):

Admin
Teachers
SPED/RSP
TSA

Timeline:

Kinder - 3rd grades: three times a year

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

Kinder - 3rd grades will utilize the i-Ready Reading Diagnostic, which is administered three times a year.

Owner(s):

Admin
Teachers
SPED/RSP
TSA
Certificated Tutors
Teaching Fellows

Timeline:

Kinder - 3rd grades: three times a year

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on: increase of one level, two or more levels and no change in i-Ready from one quarter to another. (see attachment)
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment.

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

Kinder - 3rd grades will utilize BAS in addition to the i-Ready Diagnostic, which is administered quarterly

Owner(s):

TSA
Certificated Tutors
Teachers
SPED/RSP
Teaching Fellows

Timeline:

First through 3rd grade every six weeks with intensive groups

1. Kinder will BAS quarterly
2. First Grade will BAS quarterly and at the end of each RtI Cycle in intensive groups
3. Second Grade will BAS quarterly and at the end of each RtI Cycle in intensive groups
4. Third Grade will BAS at the end of each RtI Cycle in intensive groups

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

Cycle of Continuous Improvement:

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC
Regional Mini PAC-Del Mar, Homan, Muir, Roeding

Timeline:

Teachers- Daily, Weekly, three times a year
PAC-Quarterly

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC
- i-Ready diagnostic exams (Fall, Winter, Spring) used to develop differentiated learning opportunities

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

i-Ready Reading Diagnostic

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA, white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: bandwidth and scale score growth from the current i-Ready diagnostic results and prior year's i-Ready results. (see attachment)
5. Compare i-Ready results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of diagnostic and standards-based rubric.

Owner(s):

ILT
AC
SPED/RSP
Mini-PAC

Timeline:

Three times a year

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

SBAC (3rd grade):

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's i-Ready diagnostic data and current CFA's and CSA's to include the following: ELD, SWD, AA, white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: grade level distribution and percentage of growth between the three i-Ready diagnostics and prior year's i-Ready results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results, including FIABs and IABs from the CAASPP assessment website, as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

Admin
TSA
ILT
Teachers
SPED/RSP

Timeline:

Quarterly
Three times a year
Annually

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

KAIG-Dual Immersion Kindergarten Assessment

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each KAIG Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

Owner(s):

D.I. Teachers

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, i-Ready, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
 RCAs
 RSP Teacher
 Tier 2 Intervention Specialist

Timeline:

Monthly
 Bi-Monthly

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

Data Driven Instructional Calendar (DDI):

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- FIABs and IABs (3rd Grade) will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT
 AC
 TSA
 Admin
 Mini-PAC

Timeline:

Quarterly
 Weekly

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
 CCT
 ILT/SPED AC
 AC

Timeline:

Monthly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 1-3 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutors, Teaching Fellows, and SpEd staff. Kindergarten students will receive differentiated instruction within their classroom.
 - Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
 - Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
 - 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics

- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, Fresno County PARCS & Rec hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- DL teachers will attend ATDL Two way and Dual Language Education Conference in October, 2020.

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

- Each teacher will review each student's reading levels and scores at Back to School Night, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2020-21 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2019-20 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.

Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White students are not performing at the same rate of peers. Although the SWD and AA subgroup have demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD, AA and White student subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and White Students).
- SPED teachers included in goal setting and data CCI's with principal for i-Ready and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 intervention and support in the RSP classroom.
- Tier 2 intervention in the classroom through differentiated instruction for subgroups. (SWD, AA and White Students)
- Tier 1 instruction and supports in the classroom.
- All students will be assessed quarterly using benchmark data including iReady, BAS, Critchlow and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RtI framework. (SWD, AA and White Students)

Describe Professional Learning related to this action:

- Roeding Instructional Leadership Team will meet monthly to ensure school-wide goals and actions are driving Accountable Community work through the lens of student work and data analysis.
- Lead Teachers will be guardians of the Roeding mission and vision develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community provide professional learning to staff engage in professional learning that supports PLC practices
- One member of ILT will also be in the CCT to enhance common understanding of MTSS framework.
- School-wide CCI process will be implemented to ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
- Monitor student achievement progress of identified sub-groups in order to identify unfinished learning
- Vertically collaborate on successful instructional strategies
- Ensure lesson progression and rigor across grade levels
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new

- Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
- Spring Open House
- Fresno County PARCS & Rec. Family Science Night will be held twice a year to provide extension activities for students and families.

- teachers. Subs will be provided as needed.
- Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with regional PAC, embedded and differentiated learning by AC.
 - Use expert teachers and conference opportunities based on need to build shared knowledge.
 - Work with EL coaches to revisit PL on integrated and designated English language development.
 - Continue professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier one instruction including a focus on essential components.
 - AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
 - AC will use protocols to examine student work samples and data to target instructional needs by student by need.
 - Goal setting and data analysis chats will be scheduled following district and state benchmark assessments
 - Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
 - Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff.
 - Provide teachers with PD on technology instruction to support students' technical skills and better prepare students for the CAASPP assessments.
 - Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the continued focus on building effective Professional Learning Communities.
 - DI teachers will attend ATDLE Two Way and Dual Language Education Conference conference in October, 2020.
 - Professional learning for site leaders and teachers focused on TSI identified student group.
 - Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

Action 2

Title: ELA4TH-6TH GRADE

[Action Details:](#)

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades fourth through sixth in order for all students to grow one grade level or beyond in English Language Arts.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

Data Driven Instructional calendar (DDI)

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT
AC
Teachers
SPED/RSP
Admin

Timeline:

Quarterly
Weekly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCA
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: bandwidth and percentage of growth from the three i-Ready diagnostics and prior year's Interim results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC

Timeline:

Data Chats August and February

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

ELA Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFAs and CSA's to include the following: ELD, SWD, AA & White students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution criteria.
4. Track student movement, based on: bandwidth and percentage of growth between i-Ready diagnostics and prior year's Interim results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
 Teachers
 SPED/RSP
 TSA
 AC

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT
 Teachers
 SPED/RSP
 TSA
 AC
 Regional Mini PAC-Delmar, Homan, Muir, Roeding

Timeline:

Teachers- Daily & Weekly
 Mini PAC-by Unit

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

i-Ready: the fall diagnostic will be utilized as baseline data

Owner(s):

ILT
 TSA
 Teachers
 SPED/RSP
 AC

Timeline:

Teachers-Biweekly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 1-5 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutors, Teaching Fellows, and SpEd staff. Kindergarten students will receive differentiated instruction within their classroom
- Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

- Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
- 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- DI teachers will attend ATDLE conference in October, 2020.

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

- Each teacher will review each student's reading levels and scores at Back to School Night, prior to the start of the school year, as well as at fall parent conferences, and as requested.
- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2019-20 school year
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2018-19 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.

Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White students are not performing at the same rate of peers. Although the SWD and AA subgroup have demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD, AA and White student subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and White Students).
- SPED teachers included in goal setting and data CCI's with principal for i-Ready and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 intervention and support in the RSP classroom.
- Tier 2 intervention in the classroom through differentiated instruction for subgroups. (SWD, AA and White Students)
- Tier 1 instruction and supports in the classroom.
- All students will be assessed quarterly using benchmark data including iReady, BAS, Critchlow and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RtI framework. (SWD, AA and White Students)

Describe Professional Learning related to this action:

Roeding Instructional Leadership Team will meet at least once per month to ensure school-wide goals and actions are driving Accountable Community work through the lens of student work/data analysis.

- Lead Teachers will be guardians of the Roeding mission and vision develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process analyze data, determine needs, and plan for action engage in planning in order to support the leading of their Accountable Community provide professional learning to staff engage in professional learning that supports PLC practices
- School-wide CCI process will be implemented to ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
- Monitor student achievement progress of identified sub-groups in order to identify unfinished learning
- Vertically collaborate on successful instructional strategies

- Parent Coffee Hours will be designated to support parents with reading strategies at home.
 - School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.
 - Translation and babysitting will be provided as needed.
 - Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
 - Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
 - Spring Open House
 - FCOE Family Science Night will be held twice per year to provide extension activities for students and families.
- Ensure lesson progression and rigor across grade levels
 - Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.
 - Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with regional PAC, embedded and differentiated learning by AC.
 - Use expert teachers and conference opportunities based on need to build shared knowledge.
 - Work with EL coaches to revisit PL on integrated and designated English language development.
 - Continue professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier one instruction including a focus on essential components.
 - AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
 - AC will use protocols to examine student work samples and data to target instructional needs by student by need.
 - Goal setting and data analysis chats will be scheduled following district and state benchmark assessments
 - Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
 - Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff.
 - Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
 - Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the continued focus on building effective Professional Learning Communities.
 - DI teachers will attend ATDLE conference in October, 2020.
 - Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
 - Professional learning for site leaders and teachers focused on TSI identified student group.
 - Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

Action 3

Title: MATH KINDER-6TH

Action Details:

Roeding will implement a comprehensive and balanced MATH instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in Kinder through sixth in order for all students to ensure all students grow one grade level or beyond in math proficiency.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

RCAs
Admin
RSP teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Data Driven Instructional calendar (DDI)

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

Owner(s):

ILT
AC's
Teachers
SPED/RSP
Admin

Timeline:

Quarterly

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

KAIG-Kindergarten Assessment:

1. Utilize District Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each KAIG Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

Owner(s):

Teachers
TSA
SPED/RSP

Timeline:

Quarterly

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

Math Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA and white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
ACs
Teachers
SPED/RSP

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT
ACs
Teachers
SPED/RSP
Regional Mini PAC

Timeline:

Teachers daily, weekly
Regional Mini PAC quarterly

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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA, WS.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
AC

Timeline:

Data Chats August and February

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems using go deeper think smarter questions from Go Math
- Tier 1- 2: All students in grades 1st through 6th will participate in a minimum 30 minute block of differentiated instruction to target specific math, standards, skills/gaps by student by need..
- Tier 1 and 2 supports will be provided by classroom teachers and AC team.
- Tier 3 supports will be provided in an afterschool tutorial to close academic fluency gaps
- Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Materials utilized may include Go Math, on line resources, manipulatives, including fluency components and other online rigorous components etc.
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom

- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Unit Backwards Planning
- Common Core Companion
- Teacher and Student Technology
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs
- Resources, Materials & Supplies for instruction
- Math CCI Cycle, CSU, CFA, CSA
- Incentives for Student Growth
- Tier 2 Intervention Specialist

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in GoMath.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Extra support with hands on concepts and manipulatives, partner and group work will be provide as needed.
- DI teachers will attend ATDLE conference in October, 2019.

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

- Each teacher will review each student's SBAC levels and scores at Back to School Night, prior to the start of

Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White Students are not performing at the same rate of their general ed peers. Although the SWD, AA and White students' subgroup have demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD, AA and White Students' subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA, WS).
- SPED and GE teachers included in goal setting and data CCI's with principal for Interims and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments with a specific goal for SWD, African American and White Students..
- Tier 3 intervention and support in the RSP classroom to support GE setting.
- Tier 2 intervention in the classroom through differentiated instruction to include specific support for subgroups. (SWD, AA and WS)
- Tier 1 instruction and supports in the classroom.
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 Es (Go Math) and importance of release of ownership for students.
- Students experiencing low rigor questions/tasks with low student ownership in MATH.
- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- Data analysis of SWD, AA and White students with RSP teacher to identified specific learning gaps based on grade level essential focus standards, learning targets, CFA/CSA results to target learning based on need.

Describe Professional Learning related to this action:

- Regional CFA Rubric, Lesson Study, CCI cycle work regional PAC, embedded and differentiated learning by

the school year, as well as at fall parent conferences, and as requested.

- Each teacher will provide a review of the EDUTEXT daily district grade update during fall Parent Conferences.
- Roeding families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal during Back to School Night, and the first SSC/ELAC meeting of the 2018-19 school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2017-18 school year, during the summer break, and School Messenger reminders.
- Parents will receive student's test scores and goal setting forms following each assessment administration.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC, Monthly Parent Newsletter.
- Translation and babysitting will be provided as needed.
- Parents will also be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent University will work in conjunction with Roeding to offer on-going parent education provided by the district office.
- Spring Open House
- FCOE Family Science Night will be held twice per year to provide extension activities for students and families.

AC. Conference opportunities based on need. Revisit PL on integrated and designated English language development during math instruction.

- Professional learning on math standards learning progression, quarterly planner, illuminate CFA building and concept building strategies to support the implementation of the GVC and tier 1 instruction.
- Continue working with District math coaches with a focus on the 5 E's and reducing the amount of scaffolding
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.
- IPG calibrations with ILT team, with an emphasis in tenants 1, 2a, 2b. and adding 3. Student Ownership.
- AC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
- AC will use protocols to examine student work samples and data to target instructional needs by student, by need.
- Goal setting, Data analysis chats will follow district and state benchmark assessment.
- TSA will utilize the Regional CFA Rubric, Lesson Study, CCI cycle work regional PAC, embedded and differentiated learning by AC. Conference opportunities based on need.
- DI teachers will attend ATDLE conference in October, 2019.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,169.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	11,435.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Time For Kids	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Classroom supplies (paper, materials & supplies) No Food, No Incentives	1,500.00
G1A1	Title 1 Basic	Parent Participation	Bks & Ref			Resource for Educators (Reading Connections)	360.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) Materials & Supplies, paper, newsletters, stamps, *no food/incentives	1,380.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics order for parent/student handbook	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	28,390.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs (peer observations, IEPs and SST's)	14,830.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Assessment Coordinator Contract (CT)	6,101.00
G1A1	Sup & Conc	Instruction	Travel			PLC conference (July 2020) DI Conference (October 2020)	8,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			: TNTP to support instruction in ELA for grades TK-6, Fresno PARCS & Rec for STEM and student engagement during BTSN and Open House	16,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics orders for banners, teacher handbooks, posters, certificates	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	29,574.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Teacher Conference Week, IEPs & SST's. See all Goal 1.	1,014.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			DI After School Tutoring	8,100.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology (projector bulbs, document cameras, classroom printers)	3,534.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Teaching Fellows for RtI support	33,494.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Scholastic Readers	4,083.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,984.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom technology - includes printer ink	4,720.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

\$193,668.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	23.521 %	2018-2019	30.521 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Roeding currently provides our students with weekly and monthly opportunities with clubs and activities. We recently added several tutoring opportunities for our African American students, for our Dual Immersion students in both math and Spanish Learning Arts, as well as a math tutoring opportunity for first grade students. For fourth grade students and higher, Roeding has a Polynesian dance group and a Folklorico dance group. Sixth grade students are offered knitting and chess in weekly club opportunities during lunch.

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

Goal 2 Participation Rate

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

We have several students that are participating in our monthly SOAR incentive, as well as in the various club activities

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

Continued improvement in reflecting the true participation rate of students in Goal 2 activities via the Atlas portal is needed.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

- SSC gave feedback before writing SPSA in February 2020
- SSC to review draft SPSA in April 2020
- SSC to finalize SPSA in April 2020

- ELAC to review SPSA in April 2020

- Staff shared interest/feedback for changes in 20-21 SPSA via ILT members submitting requests to Admin
- Admin included all requests in budget/SPSA options
- Staff voted on options individually at PL meetings in February
- Admin included majority voted items in 20-21 SPSA

Action 1

Title: STUDENT ENGAGEMENT

[Action Details:](#)

Roeding will foster positive identification with school, sense of belonging and communication to develop greater participation in school life for students through clubs, sports and engagement activities. Based on the number of students that participate in After School Program, sports and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system. To ensure that the correct percentage of student engagement is adequately reflected, student rosters will be updated into Atlas on a regular basis.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student engagement activities will be entered into Atlas.

Owner(s):

VP
TSA
ASP Coordinator
Teachers
RCA
OA

Timeline:

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Culture and Climate Team will monitor student participation in school sponsored activities (Donuts with Dad, Muffins with Mom, Grandparents Day, Back to School, Open House, Barn Dance)

Owner(s):

OA
OM
TSA
RCA
CCT
VP

Timeline:

Monthly

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

Increase efforts to recruit paraprofessionals interested in facilitating after school clubs.

Owner(s):

RCA
TSA
VP

Timeline:

Quarterly

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

The school will sponsor additional field trips and activities through fund raising efforts as needed. (6th grade movies, 2nd grade Peter Pan, CSUF National Girls and Women in sports day.)

Owner(s):

VP
TSA
ILT

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCAs
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 Students

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

Roeding currently offers several clubs, and plans are in place to include the following clubs next year:

- Leadership Club
- Science Club
- Art Club
- Video Club
- Origami Club
- Chess Club
- Card Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club

- Saturday Academy
- A4 Springboard Reading
- Polynesian Dance Club

After school sports teams, including:

- Football
- Volleyball (girls)
- Soccer (boys and girls)
- Basketball (boys and girls)
- Wrestling
- Softball (boys and girls)
- Track
- Cross County

Field trips offered to each grade level TK-6th, to be coordinated and communicated by Lead Teacher and Office Manager.

- TK-Story Land
- Kinder-Story Land, Fresno County Library
- 1st-Fresno State Planetarium
- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium & Mission San Juan Bautista
- 5th-San Jose Science Museum, Scout Island
- 6th-Wonder Valley, Fresno City College

Materials and supplies for clubs, family events and assemblies. (Fun Works, Evo, Fresno PARCS & Rec, Video Gaming Truck, Luceros)

Specify enhanced services for EL students:

- Encourage culturally relevant curriculum and clubs/activities to build shared knowledge and engage English Learners.
- Parent Literacy Club in our parent center-sponsored by PU.
- Dual Language Parent and Student Annual District Conference

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

- Family events such as parent coffee hours and assemblies will highlight Goal 2 clubs.
- Parent Literacy Club
- Cultural Awareness Activities (Dia De Los Muertos, Black History Month, Hmong New Year, Cinco De Mayo, Chinese New Year)
- Dual Language Parent and Student Annual District Conference

Specify enhanced services for low-performing student groups:

- Provide additional parent meetings to inform of camp experience as it relates to extension of the classroom learning.
- SDC classes are included in grade appropriate field trips.

Describe Professional Learning related to this action:

- Presentation/sharing of clubs options.
- Seek staff interest in new club opportunities.
- Parent University-ELAC
- Create a criteria for selecting extension opportunities to avoid repetition of field trip experiences across grade levels.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: Office Depot, Save Mart PO Printer Ink (\$10,000)	47,369.00

\$47,369.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	92.045 %	2018-2019	99.045 %
Exposure to Careers - 4th Grade	98.429 %	94.253 %	2018-2019	100 %
Exposure to Careers - 6th Grade	8.136 %	92.771 %	2018-2019	99.771 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Students are participating in Goal 3 activities. In the past two years, our data demonstrates that we have had 100% increase in participation because students' Goal 3 activities are being entered into Atlas for the first time.

Third grade has participated in Bricks for Kids twice this year.

Exposure to Careers - 4th Grade

Students are participating in Goal 3 activities. In the past two years, our data demonstrates that we have had 100% increase in participation because students' Goal 3 activities are being entered into Atlas for the first time.

Fourth grade has attended a field trip to BitWise Industires.

Exposure to Careers - 6th Grade

Students are participating in Goal 3 activities. In the past two years, our data demonstrates that we have had 100% increase in participation because students' Goal 3 activities are being entered into Atlas for the first time.

Sixth grade has attended a field trip to the Fresno City College campus this year.

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

Exposure to Careers - 3rd Grade

N/A

Exposure to Careers - 4th Grade

N/A

Exposure to Careers - 6th Grade

N/A

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

Last year, we determined that Goal 3 activities had not been entered into the Atlas Engagement Tool. As a result of this, the data should accurately reflect the student participation rate in Atlas.

Our third graders have participated in Bricks for Kids twice this year, which would account for 100% student participation. Our fourth grade will attend a field trip to BitWise Industries in downtown Fresno, which would account for 100% student participation. Our sixth grade will attend a field trip to Fresno City College, as well as participate in Sixth Grade Camp. Our first and second graders participated in Junior Achievement this year, and our fifth grade students attended a play at Roosevelt High School.

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

We will continue to ensure the Atlas Engagement Tool is used consistently to ensure that student engagements are being accurately reflected in the Atlas Engagement Tool.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC gave feedback before writing SPSA in February 2020
- SSC to review draft SPSA in April 2020
- SSC to finalize SPSA in April 2020

2 ELAC:

- ELAC to review SPSA in April 2020

3 Staff:

- Staff shared interest/feedback for changes in 20-21 SPSA via ILT members submitting requests to Admin
- Admin included all requests in budget/SPSA options
- Staff voted on options individually at PL meetings in February
- Admin included majority voted items in 20-21 SPSA

Action 1

Title: EXPOSURE TO CAREERS

Action Details:

Roeding will provide opportunities for student to build knowledge and experiences through exposure to assemblies, field trips and guest speakers.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Junior Achievement-first and second grade participation to build awareness and knowledge of community and career opportunities

Bricks for Kids-third grade explores a variety of building opportunities using Legos twice a year

BitWise-fourth grade explores several components of the tech and computer programming industry

Roosevelt School of the Arts play-fifth grade receives exposure to a play about the founding fathers of the United States

Fresno City College-sixth grade explores education options after comprehensive high school

Owner(s):

Teachers
OM
Admin

Timeline:

Annual

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

Read Across America-Kinder through 3rd grade participation to build community rapport with community service members (FPD/FFD) and literacy awareness.

Owner(s):

Teachers
Admin
Community Service Members

Timeline:

Annual

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

Roeding Weekly Newscast

Owner(s):

RCA
Admin
Students

Timeline:

Weekly

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

Increase participation in hands on science lessons through FCOE.

Owner(s):

Teachers
VP

Timeline:

Monthly

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

Multi-tiered Support System (MTSS):

- Maintain common understanding of MTSS framework and continue building knowledge
- Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
- Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Continue to focus on consistent implementation of Districtwide discipline guidelines
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.

Current engagement opportunities include:

TK-Kinder- Read Across America

Grade 1- Junior Achievement

Grade 2 - Junior Achievement

Grade 3 - Bricks 4 Kidz

Grade 4 - BitWise

Grade 5 - Roosevelt School of the Arts play

Grade 6 - Fresno City College

Specify enhanced services for EL students:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour
- Monthly newsletter
- Weekly School Messenger in English and Spanish
- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference

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

Parents are invited to chaperone FUSD school sponsored field trips.

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

Describe Professional Learning related to this action:

- Grade level teams plan study trips which align to academic standards.
- PLI teachers will continue to share best practices and build shared knowledge across grade levels.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	18.324 %	19.035 %	2018-2019	17.035 %
Suspensions Per 100	7.957 %	7.465 %	2018-2019	6.465 %
Chronic Absenteeism (Students with Disabilities)	25.5 %	25.3 %	2018-2019	23.3 %
Suspension Rate (Students w/Disabilities)	6.7 %	11.1 %	2018-2019	8.1 %
Chronic Absenteeism (African American)		28.2 %	2018-2019	26.2 %
Suspension Rate (African American)		13.2 %	2018-2019	10.2 %
Chronic Absenteeism (White)		26.9 %	2018-2019	24.9 %
Suspension Rate (White)		9.4 %	2018-2019	6.4 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Our English Learner demographic is the only subgroup that shows as "green" on the California Dashboard related to Chronic Absenteeism. Our other subgroups are demonstrating higher rates of chronic absenteeism.

Chronic Absenteeism (African American)

N/A

Chronic Absenteeism (Students with Disabilities)

No current actions for this student group

Chronic Absenteeism (White)

N/A

Suspension Rate (African American)

N/A

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

Chronic Absenteeism

Currently, the chronic absenteeism rate is 0.72% higher than the targeted percentage for the 2019-2020 school year. Roeding has worked without an HSL nor a CWAS for almost two years, and lack of consistent communication with the chronic absentee demographic has negatively impacted the attendance rate. The OA and VP began to respond to the absentee rate in the second semester of the 2019-2020 school year by holding attendance, SART and SARB meetings in order to inform families of the State's absenteeism and truancy policy and SARB process as well as to collectively develop a plan to improve student attendance.

We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

Chronic Absenteeism (African American)

N/A

Chronic Absenteeism (Students with Disabilities)

Currently, SWD absenteeism rate is approximately 6.3% higher than that of the general school population. At

Suspension Rate (Students w/Disabilities)

In spring 2019, Roeding SSC approved hiring an additional RCA in 2019-2020 to help increase students' level of connectedness to their school. Additionally, a dedicated PLC for all SPED teachers was created in order to increase academic rigor and improve teacher-to-student connections.

Suspension Rate (White)

N/A

Suspensions Per 100

Roeding committed to improve Tier I engagement strategies in the 2019-202 school year, both inside and outside the classroom. In doing this, teachers have improved their system of response to student behaviors and have learned to effectively respond to negative behaviors inside and out of the classroom, which have improved Tier I instruction in academics and in SEL, as well as clarified behavior expectations in unstructured time.

In spring 2019, Roeding SSC approved the addition of hiring an additional RCA in 2019-2020 to increase students' level of connectedness to their school. In response to hiring for this position, as well as adding a Tier II Specialist from Prevention and Intervention, student suspension rates have fallen.

Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom.

Roeding has worked without an HSL nor a CWAS for almost two years, and lack of consistent communication with the chronic absentee demographic has negatively impacted the attendance rate for the SWD subgroup. The OA and VP began to respond to the absentee rate in the second semester of the 2019-2020 school year by holding attendance, SART and SARB meetings in order to inform families of the State's absenteeism and truancy policy and SARB process as well as to collectively develop a plan to improve student attendance.

In order to increase student connectedness for the SWD population, further training in Tier I interventions within each classroom setting is needed, with specific focus on interventions for SWD.

Chronic Absenteeism (White)

N/A

Suspension Rate (African American)

N/A

Suspension Rate (Students w/Disabilities)

Currently, SWD suspension rate is approximately 4% higher than that of the general school population. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs.

Upon further analysis, the student population with the highest rate of suspension falls within the RSP community, which indicates that further training in Tier I interventions within the general educational classroom setting is needed, with specific focus on interventions for SWD.

In order to increase student connectedness for the SWD population, further training in Tier I interventions within each classroom setting is needed, with specific focus on interventions for SWD.

Suspension Rate (White)

N/A

Suspensions Per 100

The actual suspension rate is 0.5% lower than the projected data, which indicates that the implementation of improving Tier I structures in and out of the classroom are demonstrating an improvement in overall student misbehaviors, which then reflect a reduction in student suspensions.

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

At the beginning of 2019-2020, Roeding's office staff met with district personnel to request designing a program to address the chronic absentee rate when it was discovered that Roeding's absenteeism rates were not reducing. Since that meeting, the OA has been contacting families to schedule Saturday Academy times to make up some of the absences. The Vice Principal and an RCA have also been meeting with parents to develop SART contracts to develop a plan with the families to improve attendance rates.

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

Since the 2018-2019 school year, Roeding's chronic absenteeism rate has increased by 0.72%.

We predict that early communication with families followed by improving communications with families about the attendance process, which includes earlier development of SART contracts, followed by pursuing SARB notifications will help reduce the absenteeism rate.

The RCA present in the SART and SARB meetings will then add the students to her caseload to follow-up and sustain the communication with the family and the student to further improve their rate of attendance.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC gave feedback before writing SPSA in February 2020
- SSC to review draft SPSA in April 2020
- SSC to finalize SPSA in April 2020

2 ELAC:

- ELAC to review SPSA in April 2020

3 Staff:

- Staff shared interest/feedback for changes in 20-21 SPSA via ILT members submitting requests to Admin
- Admin included all requests in budget/SPSA options
- Staff voted on options individually at PL meetings in February
- Admin included majority voted items in 20-21 SPSA

Action 1

Title: ATTENDANCE

[Action Details:](#)

Roeding will support students to be on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Weekly ADA Report

Owner(s):

OA
Vice Principal
Lead Teacher for Saturday Academy

Timeline:

Weekly

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

Chronic Absenteeism Report

Owner(s):

OA
Vice Principal
Lead Teacher for Saturday Academy

Timeline:

Weekly
Monthly

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

Saturday School ADA Recovery Report

Owner(s):

OA
Vice Principal
Lead Teacher for Saturday Academy

Timeline:

Monthly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin
RCAs
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

- Classroom Meetings and school wide assemblies to promote the importance of daily attendance
- Incentives for students (SOAR)
- Semester Award for Perfect Attendance
- pencils and trophies at the end of the year for perfect attendance
- Office Assistant contact for non-cleared absences
- Attendance Compact and SART meetings with parents and VP
- automated daily School Messenger for absence notification
- Teacher/Parent contact after 2 days of consistent absenteeism
- Materials and supplies
- Multi-tiered Support System (MTSS):
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)

- Continue to focus on consistent implementation of Districtwide discipline guidelines
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

Specify enhanced services for EL students:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour
- Monthly newsletter
- Weekly School Messenger in English and Spanish
- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference

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

- Back to School Night to explain the importance of daily attendance
- Open House
- Parent Coffee Hour
- Parent University
- Monthly newsletter
- Weekly School Messenger (Sunday nights)
- Student/Parent Handbook
- Parent fliers
- SSC/ELAC
- Semester awards assemblies
- EduText
- Provide babysitting services for parent meetings as needed
- SST meetings
- COSST
- Shares quarterly data during parent coffee hour, SSC and ELAC

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- SDC classes are included in grade appropriate field trips.

Describe Professional Learning related to this action:

- Professional Development includes, but is not limited to:
 - Learning with Poverty in Mind
 - Morning Meetings
 - Saturday ADA Recovery School
 - Review Student/Parent Handbook
 - Absence data review
 - Saturday Academy PL
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

Action 2

Title: POSITIVE BEHAVIOR SUPPORT

Action Details:

Roeding will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social emotional support to reduce incidences of misbehavior that results in suspension and enhance campus safety for all stake holders.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	--	---	---

Explain the Progress Monitoring and data used for this Action

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

Cross-Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

Culture and Climate Team will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.

Owner(s):

Culture and Climate Team
CF Pivot Team
Teachers
RCAs

Timeline:

Quarterly

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

TST (COSST, Collaboration of Supports and Service Team):

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Principal
VP
RCAs
RSP Teacher
SLP

Timeline:

Monthly
Bimonthly for Tier 3 students

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

Student Success Team will meet based on COSST referrals of students who meet the Tier 2-3 criteria for services and supports from RCA, Psychologist and Key staff support.

Owner(s):

VP
RSP Teacher
Psychologist
Classroom Teacher
Parents/guardians

Timeline:

As needed, based on COSST referral or parent request.

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

Culture and Climate Team will analyze student culture and climate surveys responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management)

Owner(s):

Climate and Culture Team

Timeline:

Annually

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

Meaningful Work

Owner(s):

RCAs
Teachers

Timeline:

Weekly

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

Power BI to monitor missing behavioral and suspension data from Atlas (using Tableau)

Owner(s):

Climate and Culture Team

CF Pivot Team

Teachers

Timeline:

Monthly

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

- Monthly incentives offered to students who are Successful, Outstanding, Accepting, Respectful (SOAR)
- 2 RCA's funded (.75 each) to work with Tier 2-3 students
- Students will receive instruction around positive classroom behavior expectations (CHAMPs)
- Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time on task, and reduce time out of classrooms through increasing effective Tier 1 behavior intervention strategies and best first practices
- Disaggregate misbehavior/suspension data to identify how subgroups (SPEL, EL, African American, foster youth) are progressing
- Students will receive instruction around School Wide Expectations (1. Keep your hands, feet and objects to yourself, 2. Use appropriate language, including body language, 3. Follow directions the first time they are given)
- Students will receive instruction around Guidelines for Success (S-Successful, O-Outstanding, A-Accepting, R-Respectful)
- Students will receive instruction around Character that Counts
- Students will participate in weekly Morning Meetings
- Students will participate in Meaningful Work as needed
- Recognition, incentives and rewards for students who demonstrate good behavior (SOAR, Rocket Launch Pad)
- Materials and supplies for incentives and recognition
- Multi-tiered Support System (MTSS):
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

Specify enhanced services for EL students:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Parent Coffee Hour
- Monthly newsletter
- Dual Language Parent and Student Annual District Conference

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

- Open House
- Share quarterly data during parent Coffee Hour, SSC and ELAC
- Student/Parent Handbook
- Parent Teacher Conferences in October
- Parents will participate in Student Success Team meetings
- COSST case manager will contact parents, as needed

Specify enhanced services for low-performing student groups:

Students with Disabilities are not attending school at the same rate of their General Ed peers.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

Describe Professional Learning related to this action:

- Admin will attend National Safe and Civil Conference in Summer 2018 (DPI funded)
- Climate and Culture Team will facilitate professional learning topics based on current school need and quarterly data analysis
- Roeding will continue to work with District DPI team/TSA to build shared knowledge around trauma informed classrooms.
- Teachers will receive professional learning around social-emotional competencies

- EduText
 - Semester Awards Assemblies
 - Parents will provide permission for students to participate in support groups or services from RCA
 - Parents will provide input for positive student behavior incentives through Parent Coffee Hour
 - Back to School Night to explain the importance of positive behavior
 - Monthly newsletter
 - Weekly School Messenger English and Spanish (Sunday nights)
 - Provide babysitting and translating for parent meetings as needed
 - Dual Language Parent and Student Annual District Conference
- Teachers will receive professional learning around Morning Meetings that Count
 - Teachers will receive professional learning, supports, strategies and resources to implement Tier 1-2 students interventions.
 - Providing supplemental contracts for expert teachers to assist new teachers in implementing Positive Behavior Supports (CHAMPs)
 - Professional learning for site leaders and teachers focused on TSI identified student group.
 - Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts for Classified Staff (Fresno State mentors)	12,638.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	49,916.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	41,065.00

\$103,619.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,169.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	11,435.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Time For Kids	500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Classroom supplies (paper, materials & supplies) No Food, No Incentives	1,500.00
G1A1	Title 1 Basic	Parent Participation	Bks & Ref			Resource for Educators (Reading Connections)	360.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) Materials & Supplies, paper, newsletters, stamps, *no food/incentives	1,380.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics order for parent/student handbook	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	28,390.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs (peer observations, IEPs and SST's)	14,830.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Assessment Coordinator Contract (CT)	6,101.00
G1A1	Sup & Conc	Instruction	Travel			PLC conference (July 2020) DI Conference (October 2020)	8,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Support	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			: TNTP to support instruction in ELA for grades TK-6, Fresno PARCS & Rec for STEM and student engagement during BTSN and Open House	16,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics orders for banners, teacher handbooks, posters, certificates	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	29,574.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Paras to translate during Parent Teacher Conference Week, IEPs & SST's. See all Goal 1.	1,014.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			DI After School Tutoring	8,100.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology (projector bulbs, document cameras, classroom printers)	3,534.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Teaching Fellows for RTI support	33,494.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Scholastic Readers	4,083.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,984.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Classroom technology - includes printer ink	4,720.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: Office Depot, Save Mart PO Printer Ink (\$10,000)	47,369.00
G4A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts for Classified Staff (Fresno State mentors)	12,638.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	49,916.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	41,065.00

\$344,656.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,872.00
Sup & Conc	7090	\$237,112.00
LCFF: EL	7091	\$42,672.00
Grand Total		\$344,656.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$193,668.00
G2 - All students will engage in arts, activities, and athletics	\$47,369.00
G4 - All students will stay in school on target to graduate	\$103,619.00
Grand Total	\$344,656.00