

**Roeding Elementary School**

10621666006464

Principal's Name: Robert Gaertig

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	62/66	5.95 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	61/66	36.96 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	61/66	9.52 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	56/67	10.73 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	56/67	89.27 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	52/67	84.29 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	50/67	15.71 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	45/65	47.71 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	54/67	41.18 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	39/68	51.72 %
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	38/68	25.42 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	36/68	35.34 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	26/68	42.74 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	57/67	5.26 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	37/68	15.07 %

### 5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	58/67	0.5 %

Instructional Superintendent Approval :  No  Yes | Approval Date :   
[Only assigned Principal/Vice Principal can save changes]

# B. Action Plan

Domain <input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates <input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates <input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates <input type="checkbox"/>
<p><b>Action # 1</b></p>	<p><i><b>Detail the action:</b> The school will implement a reading support through a 45-minutes school-wide deployment model to directly teach missing parts of learning in Language Arts and take next steps of instruction for all students. In classrooms, students will receive a differentiated model of instruction and small group instruction for those who require it, including a focus on English Learners. For grades Pre-K, TK, &amp; K, the focus will be on Early Literacy (letter identification, phonemic awareness, letter sounds, and reading with fluency). For grades 2-6 the focus will be on using and interacting with complex text, talk and task through a rigorous classroom environment. The school will continue to use school-wide reading comprehension strategies (color coding of main ideas, details; graphic organizers; annotation of text; close reading strategies, etc..) to focus on Key Idea and Details, Craft &amp; Structure and Integration of Knowledge and Ideas. Intervention support will be provided to support struggling readers in each of these areas with a Certificated Tutor and/or support for those who are nearing grade-level in the classroom. There will be increased use of technology through the use of software and website to support Reading by 3<sup>rd</sup> Grade. A Teaching Fellow will be used to support earliest grades in the use of technology. Additional text will be purchased through the use of appropriate chapter books and Scholastic News. Certificated Tutors and two Fresno State Teaching fellows will coordinate services to primary grade students in the area of Reading, Writing, Listening &amp; Speaking. The Teaching Fellows work alongside the Certificated Tutors to increase the amount of students that are served during this intervention block. Currently the student results from Intervention groups shows that all students in the program have increased proficiency as measured by the DIBELS assessment system.</i></p>		
<p><b>SQII Element:</b> Reading by third grade (SQII #4073 &amp; 6034)</p>	<p><b>SQII Sub-element(s):</b> Number and percentage of TK-12<sup>th</sup> grade students who are not at grade level in ELA. Currently: 98.15%</p> <p>3-Borderline to grade-level within academic year (Not on GL previous year &amp; now are on grade-level) Currently 5.95%</p>	<p><b>Site Growth Target:</b></p> <p>#4073 decrease to 85%</p> <p>#6034 increase to 15%</p>	<p><b>Vendor (contracted services)</b></p> <p>Fresno State Teaching Fellows Arbuckles Scholastic News Barnes &amp; Noble</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, the number and percentage of students reading on grade-level will increase and keep them on grade-level by increasing various academic techniques and processes, grade-level instruction that focuses on standards and</p>			

<p><i>how they will be assessed, and ensure re-teaching opportunities are provided both in and out of class as measured by DRP results, SBAC, Interim Assessments, BAS reading assessments, KAIG data, quarterly Writing Samples, and other formative results.</i></p>		
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b>  <i>(Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>Analyze</b> – Begin using end of year DRP and SBAC data points to identify who is on grade-level, near or below grade-level in order to analyze gaps.</li> <li><b>Reflect</b> – Investigate the standards that are of issue and reflect upon what the standard(s) are looking for and how they need to respond to meet the standard(s).</li> <li><b>Plan</b> - Group students across grade-level and plan for lessons using Reading, Writing, Listening, Speaking and ELD strategies to meet the definition of the standard. A Writing Plan will be created based upon Scope &amp; Sequence for each quarter including benchmarks building up to the culminating writing samples.</li> <li><b>Implement</b> – Teach using appropriate strategies and complex text, talk &amp; task.</li> <li><b>Assess</b> – As a grade-level, create during the planning stage the way to assess using formative assessments (i.e. Illuminate and other technology based resources) or student work samples.</li> </ol>	<p><b>Owner(s)</b>                  Teachers                  Grade-level ACs                  TSA                  Administration</p>	<p><b>Timeline</b></p> <ol style="list-style-type: none"> <li>Identify DRP and Qtr. 4 Writing Sample results prior to school beginning.</li> <li>Create formative assessments and instruction for Qtr. 1 through the planning for the Roeding Writing Plan.</li> <li>Give formative assessments and bring them to AC meetings to analyze and reflect in order to plan next steps.</li> </ol> <p>Process will continue each quarter through the year.</p>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> Parents will participate in Back-to-School Night, Parent Conferences in October, review work sent home, and share data and strategies with parents at Community Coffee (monthly).</p>		
<p><b>Describe related professional learning:</b> Focus on PL in the areas of writing strategies; selection and use of complex text, talk &amp; task; integrated and designated ELD instruction and support; analyzing data from new formative assessments.</p>		
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b> Certificated Tutors &amp; Fresno State Teaching Fellows for students who are most at-risk, students who are at the next level will be provided direct instruction by their classroom teacher using strategies to support their learning in a small group experience, additional anchor texts will be purchased to support the literacy program components, technology in the form of laptops and laptop carts to support digital literacy, RAZ Kids will be used for selected students to improve reading comprehension and standard; Periodicals in the form of Scholastic and Time for Kids may be used as appropriate. There will be a focus on students who are the farthest from grade-level reading comprehension and the next group above them.</p>		
<p><b>Specify additional targeted actions for EL students:</b> English Learners who qualify for intervention groups will be grouped by related levels through the use of ELA and ELD standards and focus on Reading, Writing, Listening and Speaking techniques throughout the day. Specific strategies will include Text deconstruction and reconstruction.</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Books & Other Reference				2016-2017- \$2430, Materials/Supplies- (Time for Kids/Weekly Reader) SQII# 4073/6034 Action #1	2,430
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	2016/2017: TEACHING FELLOWS x 3 (\$25,806) work with students who are most at risk during RTI. SQII #4073 & #6034 Action- B1	25,806
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				2016/2017 budget of: \$1191 PARENT INVOLVEMENT Title 1 SQII- 6381 Action B1, B2, B3	1,191
1	1	Sup & Conc	Instruction	Materials & Supplies				2016/2017- \$7,000, Supplemental Materials/Anchor Texts SQII #- 4073/6034 Action- B1	7,000
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				2016/2017- \$9293, Mini Student laptops (34x\$273.33) SQII #4073/6034 Action- B1	9,293
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				2016/2017- \$2,008, Laptop carts x 3- to secure new laptops (3 X \$669.45) SQII #- 4073/6034 Action- B1	2,008



1	1	Sup & Conc	Instruction	Non Capitalized Equipment			2016/2017, \$30,066, Mini Student laptops (110 X \$273.33) SQII- #4073/6034 Action- B1	30,066
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2400	2016/2017- \$47,206- Certificated Tutor SQII #- 4073/6034 Action-B1	23,121
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2900	2016/2017- \$47,917- Certificated Tutor SQII#- 4073/6034 Action-B1	28,359
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2500	2016/2017- \$47,206- Certificated Tutor SQII #- 4073/6034 Action-B1	24,085
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2000	2016/2017- \$47,917- Certificated Tutor SQII#- 4073/6034 Action-B1	19,558
Total								\$172,917

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action: The school will implement a focus on rigorous text from Pre-K through 6<sup>th</sup> grade. Each grade-level will have appropriate strategies to work with complex text (Close Reading, Making Thinking Visible, etc.). Students will utilize Reading, Writing, Listening and Speaking in all opportunities to interact with text. English Learners will need increased use of these areas to promote growth and increased achievement for this sub-group of students. Quarterly Literacy Plans will be created by the AC teams to select which texts will be used and how it will meet the demands of the standards. Professional Learning will be provided and supported to ensure students who are lower in the classroom and are not pulled by the intervention team have access and support from the classroom teachers to scaffold the instruction for these learners. Questioning strategies will be used to plan for instruction and</i></p>		

<i>focus. Each lesson will include Reading, Writing, Listening &amp; Speaking. Additional Material &amp; Supplies will be purchased to meet this goal (technology, replacement technology, repairs to technology, supplies for printers, etc).</i>			
<b>SQII Element:</b> ELA (SBAC) SQII #5926	<b>SQII Sub-element(s):</b> 2-Standard Met/Exceeded Currently 15.71%	<b>Site Growth Target:</b> increase to 25%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<b>Write a SMART Goal to address each data point:</b> <i>By June 2017, the number and percent of students scoring Met Standards or Exceeded Standard will increase in ELA to 25% by analyzing, reflecting and planning to use formative assessments to show progress toward meeting standards on SBAC as measured by teacher created formative assessments, Interim Assessments, unit assessments and other assessments created using the quarterly Writing Plans.</i>			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> <i>(Include all interim monitoring evidence points showing impact)</i>		<b>Owner(s)</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li><b>Analyze</b> – Teachers will review data sets from SBAC 2016 and other formative assessments based upon Scope &amp; Sequence and quarterly Writing Plans.</li> <li><b>Reflect</b> – Teachers will analyze standards and determine appropriate rigor, task and supports for students to meet standards.</li> <li><b>Plan</b> – Grade-level AC teams will organize instruction and create lessons with high rigor that will assist students in meeting standards.</li> <li><b>Implement</b> – Teachers will instruct students using complex text, talk and task as planned by AC teams.</li> <li><b>Assess</b> – Teachers will use AC team created assessment to gather formative data and analyze for next steps.</li> </ol>		Teachers AC Teams TSA Administrators	<ol style="list-style-type: none"> <li>Identify SBAC and quarterly benchmarks prior to school beginning.</li> <li>Create formative assessments and instruction for Qtr. 1 through the planning for the Roeding Writing Plan and Weekly lesson progression.</li> <li>Give formative assessments and bring them to AC meetings to analyze and reflect in order to plan next steps. Process will continue each quarter through the year.</li> </ol>
<b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> <i>Parents will receive SBAC results through the mail and data from formative results will be shared with parents at monthly Community Coffees. Parents who require translations in Spanish will have them provided during Parent Conferences.</i>			
<b>Describe related professional learning:</b> <i>Staff will have PL for analyzing standards to ensure the instruction meets the rigor of the standard. Accountability Community meetings will focus on reviewing students work and will be supported through PL on how to do that. PL will also be organized so that formative assessments can be created using on-line or other technology resources.PL will also focus on Questioning</i>			

*techniques and planning for questions to use with text. Additional support and professional learning around use and analysis of formative assessments.*

**Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):** *Students will have additional materials and supplies in order to interact with text through on-line resources, trade books, Scholastic News (Primary) or other materials as appropriate. Students will have increased use of questioning strategies to analyze text. The focus subgroups will be African Americans and English Learners.*

**Specify additional targeted actions for EL students:** *Extensive work and support will be utilized with English Learners to support classroom work in ELD designated and use of ELA and ELD standards to focus on Reading, Writing, Listening and Speaking techniques throughout the day. Specific strategies will include work in Key Ideas and Details, Craft & Structure, & Integration of Knowledge.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				2016/2017, \$3,000, Technology Repair SQII- 5926 Action- B2	3,000
2	1	Sup & Conc	Instruction	Materials & Supplies				2016/2017-\$26,225- Extra materials and Supplies SQII #- 5926 Action- B2	26,225
2	1	Sup & Conc	Instruction	Materials & Supplies				2016/2017- \$4385, Office Depot- 1 ink cartridge per teacher SQII# 5926 Action- B2	4,385
2	1	Title 1 Basic	Instruction	Materials & Supplies				2016/2017: \$11,110, INK, DOCUMENT CAMERAS, HDMI TO VGA ADAPTERS TO SUPPORT TECHNOLOGY FLUENCY SQII# 5926 Action B2	11,110
Total									\$44,720

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 3</b>	<p><b>Detail the action:</b> The school will implement a focus on building Math Conceptual Understanding through the use of grade-level standards. Standards will build from the beginning levels of Pre-K and build through 6<sup>th</sup> grade. Instruction will be planned and delivered utilize the 3 Mathematics Shifts. The focus of each instructional opportunity will focus on the use of the grade-level FOCUS STANDARDS (depth), COHERENCE (linking to prior knowledge and real-world applications &amp; RIGOR (Conceptual Understanding, Fluency &amp; Application). Instruction will allow students to have an increased use of their voice in working through the learning with partners and/or small groups. Basic Math Computation will be assessed quarterly to ensure the fluency of mathematics is in place. Formative Assessments will be used to ensure all students are able to meet the expectation of the standard. Re-teaching opportunities will be scheduled in small groups as appropriate. There will be an increased use of manipulatives to match Conceptual Understanding of grade-level concepts. Increased use of formative assessments. Additional Material &amp; Supplies will be purchased to meet this goal (technology, replacement technology, repairs to technology, supplies for printers, etc). The focus subgroups will be African Americans and English Learners.</p>		
<p><b>SQII Element:</b> Math (SBAC) SQII #6169</p>	<p><b>SQII Sub-element(s):</b> 2-Standard Met/Exceeded Currently 10.73%</p>	<p><b>Site Growth Target:</b> increase to 20%</p>	<p>Vendor (contracted services) EnVision (Manipulatives)</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, the number and percent of students scoring Met Standards or Exceeded Standard will increase in Math to 20% by analyzing, reflecting and planning to use formative assessments to show progress toward meeting standards on SBAC as measured by teacher created formative assessments, Interim Assessments, unit assessments and other assessments created using the quarterly Math Plans.</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li><b>Analyze</b> – Teachers will review data sets from SBAC 2016 and other formative assessments based upon Scope &amp; Sequence and quarterly Math Assessments.</li> <li><b>Reflect</b> – Teachers will analyze standards and determine appropriate rigor, task and supports for students to meet standards.</li> <li><b>Plan</b> – Grade-level AC teams will organize instruction and create lessons with high rigor that will assist students in meeting standards in Math.</li> <li><b>Implement</b> – Teachers will instruct students using rigorous investigation to build conceptual understanding as planned by AC teams.</li> </ol>		<p><b>Owner(s)</b> Teachers AC Teams TSA Administrators</p>	<p><b>Timeline</b></p> <ol style="list-style-type: none"> <li>Identify SBAC and 4<sup>th</sup> quarter Math benchmarks prior to school beginning.</li> <li>Create formative assessments and instruction for Qtr. 1 through the planning for the Roeding Math Plan and Weekly lesson progression.</li> </ol>

<p>5. <i>Assess – Teachers will use AC team created assessments to gather formative data and analyze for next steps.</i></p>	<p>3. <i>Give formative assessments and bring them to AC meetings to analyze and reflect in order to plan next steps. Process will continue each quarter through the year.</i></p>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> Parents will receive SBAC results through the mail and data from formative results will be shared with parents at monthly Community Coffees. Parents who require translations in Spanish will have them provided during Parent Conferences.</p>	
<p><b>Describe related professional learning:</b> Staff will have PL for analyzing Math standards to ensure the instruction meets the rigor of the standard. Accountability Community meetings will focus on reviewing students work and will be supported through PL on how to do that. PL will also be organized so that formative assessments can be created using on-line or other technology resources.</p>	
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b> Students will have additional materials and supplies in order to interact with Math standards including manipulatives, additional chart/poster printing. On-line resources or other materials as appropriate will be purchased. Laptops and Laptop carts will also be purchased and supported to ensure Technology Fluency is supported. The focus subgroups will be African Americans and English Learners.</p>	
<p><b>Specify additional targeted actions for EL students:</b> Extensive work and support will be utilized with English Learners to plan for additional support and use of manipulatives to engage with the Math learning in small groups as appropriate.</p>	

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<p><b>Detail the action:</b> English Learner students who meet borderline criteria will be re-designated within 365 days. Students will have designated and integrated ELD instruction throughout the day. ELD and ELA standards and ELD framework will be matched to ensure students are growing and raise their academic achievement. There will be a planned ELD time either during deployment or in addition to meet the requirements of designated ELD time. Reading, Writing, Listening &amp; Speaking will be the basic foundation, along with standards to meet grade-level expectations.</p>		
<p><b>SQII Element:</b> English Learners (SQII #5968)</p>	<p><b>SQII Sub-element(s):</b> 3- Borderline to re-designation within 365 days Currently 41.18%</p>	<p><b>Site Growth Target:</b> Increase to 65%</p>	<p>Vendor (contracted services)</p>

<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, there will be an increase in the number and percent of students who meet borderline criteria to be re-designated within one year by identifying growth areas and provide support and opportunities to practice and use Reading, Writing, Listening and Speaking throughout the school day as measured by ELDA reports, Formative Assessments, and teacher observations.</p>		
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li>1. <b>Analyze</b> – Look at EL data to analyze and identify eligible students.</li> <li>2. <b>Reflect</b> – Identify trends or patterns in student data and performance.</li> <li>3. <b>Plan</b> – Plan for student instruction and support during designated and integrated ELD focusing on reading, Writing, Listening &amp; Speaking.</li> <li>4. <b>Implement</b> – Implement plan for ELs during designated and integrated times.</li> <li>5. <b>Assess</b> – Use formative assessments and teacher observation to demonstrate student mastery and growth toward targets.</li> </ol>	<p><b>Owner(s)</b> Teachers ELD Teachers AC Teams TSA Administration</p>	<p><b>Timeline</b></p> <ol style="list-style-type: none"> <li>1. Identify students before school begins and list by their areas of growth needed.</li> <li>2. ELD teachers will focus on the identified Standards using Listening, Speaking, Reading &amp; Writing.</li> </ol>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> Parent of English Learners will have a detailed report of what students need in order to be re-designated. Data will be shared at Parent Coffees and Parent Conferences.</p>		
<p><b>Describe related professional learning:</b> Staff will have PL in the areas of ELA/ELD integration, specific strategies and techniques to support student throughout the day, specific lesson progression for ELD teachers, and utilize rigor in the areas of Reading, Writing, Listening &amp; Speaking.</p>		
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b> Materials and supplies for ELD lessons; additional technology in the form of printers, laptops and software; supplemental literacy texts and books. The focus will be on English Learners at levels 3, 4, &amp; 5.</p>		
<p><b>Specify additional targeted actions for EL students:</b> Nothing additional for English Learner students as this action focuses on English Learners.</p>		

<b>Domain</b>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 5</b>	<i>Detail the action:</i> English Learner students will demonstrate expected growth on academic and language assessments through the coordination of ELA/ELD standards and ELD framework by utilizing designated and integrated ELD through the use of Reading, Writing, Listening & Speaking. Two Bilingual Instructional Assistants will be used to access the Core Curriculum for Spanish Speaking students in Primary grades.		
<b>SQII Element:</b> English Learners (SQII #6017)	<b>SQII Sub-element(s):</b> 1- English Proficiency Currently 51.72%	<b>Site Growth Target:</b> Increase to 75%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<b>Write a SMART Goal to address each data point:</b> By June 2017, the number and percentage of English Learners will increase to show growth as measured by District and Site academic assessments (i.e. DRP, CELDT, SBAC, and other formative assessments) by targeting students and provide further instruction to meet the definition and requirements of Re-designation.			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)		<b>Owner(s)</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li><b>Analyze</b> – Data points from assessments for all English Learners will be analyzed to ensure growth is on the upward cycle. Data from formative assessments, ELDA, CELDT, SBAC, DRP, Interim Assessments and other reports will be used to plan next steps.</li> <li><b>Reflect</b> – Match ELA/ELD standards together based upon data analysis of student performance after each data piece is available.</li> <li><b>Plan</b> – Teachers will plan with their AC teams the coordination of ELD/ELA standards focus.</li> <li><b>Implement</b> – Teachers will instruct using standards and the use of Reading, Writing, Listening &amp; Speaking.</li> <li><b>Assess</b> – Formative assessments will be prepared to measure student progress on focus areas identified through the use of data.</li> </ol>		Teachers Administration TSA	<ol style="list-style-type: none"> <li>Identify students before school begins and list by their areas of growth needed.</li> <li>ELD teachers will focus on the identified Standards using Listening, Speaking, Reading &amp; Writing.</li> </ol> <p>This cycle will continue to revolve throughout the year as new data information is available.</p>
<b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> Parents will be notified as to the testing calendar for EnglishLearner students through the use of the Roeding parent Handbook and other messaging delivery models. Student results will be used to inform parent during Parent Conference time and as data is available.			
<b>Describe related professional learning:</b> Staff will analyze through current data in order to develop lesson to meet criteria of re-designation. PL will support the analysis, how assessments are conducted, and using the ELA/ELD standards together to plan and deliver instruction.			

**Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):** Students will receive direct instruction through the use of supplemental text, materials, supplies and opportunities for using Reading, Writing, Listening & Speaking. There will be a focus on English Learners at all levels.

**Specify additional targeted actions for EL students:** Nothing additional for English Learner students as this action focuses on English Learners.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Materials & Supplies				2016/2017, \$718, Extra Materials and Supplies for ELD instruction SQII- 5968 Action- B5	718
5	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		2016/2017- \$10,213- BIA support SQII #- 5968 Action- B5	10,213
5	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		2016/2017- \$10,540- BIA support SQII #- 6381 Action- B5	10,540
5	1	EL	Instruction	Instr Aide-Extra Time Salaries				2016/2017- \$418- Parent Conference Translating SQII#- 5968 Action- B5	418
								<b>Total</b>	<b>\$21,889</b>



Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 6</b>	<p><b>Detail the action:</b> Students will be identified through the EIIS system in academics, behavior and attendance. Students who are not in the green zone for each of these areas will have appropriate structures in place to improve their behavior, attendance, and academics in order to be ready leave 6<sup>th</sup> grade on the way to Middle School. Students who are not green in more than one area will be matched with an additional adult to support them to be here at school. <b>Attendance</b> – Classroom competitions for perfect attendance, Student Incentives, Teachers call students who are absent to say, “We missed you today”, daily calls home if top students are present or absent to thank and encourage them to be at school; <b>Behavior</b> – Continue the use of Friday Clubs, Personal Responsibility Point System, and early intervention through “Student Brainstorming Sessions” to troubleshoot student behavior situations ; <b>Academics</b> – Monitor Ds &amp; Fs screen on ATLAS, Professional Development for teachers to Motivate those who are not fully engaged with learning, and utilize “Tough Kid” strategies to refocus students who are struggling. A Social-Emotional Para-Educator will be used to support students who are identified through the EIIS system. Teacher release days will be planned and subs paid so teachers may be a part of any planning or meetings in the support of students identified through the EIIS system.</p>		
<b>SQII Element:</b> Middle School readiness (SQII #6381)	<b>SQII Sub-element(s):</b> 1- EIIS Green Zone Rate Currently 61.66%	<b>Site Growth Target:</b> Increase to 75%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, the number and percentage of students who are in the green zone on the EIIS system will increase in the areas of Academics, Behavior and Attendance by having 1-on-1 chats with students, utilizing the CWA Specialist to conduct home visits and provide support for families, encouraging students to be at school and have appropriate behavior so students can grow academically in school as measured by bi-monthly analysis of the EIIS system.</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li><b>Analyze</b> – Identify students who are not all green on the EIIS system. Look for trends and groupings of students.</li> <li><b>Reflect</b> – Reflect individually with data from each student looking for possible supports and strategies to assist.</li> <li><b>Plan</b> – Distribute the strategies and assignments to staff members to apply the support to each individual student and their needs.</li> <li><b>Implement</b> – Observe students during implementation and modify as appropriate or needed.</li> <li><b>Assess</b> – Review quarterly for growth and possible new students to be added to the list of targeted support.</li> </ol>		<b>Owner(s)</b> Teachers Child Welfare Attendance Specialist Social/Emotional Para-Educator Administration Teachers	<b>Timeline</b> <ol style="list-style-type: none"> <li>Review data prior to school beginning.</li> <li>Provide strategic support during the quarter.</li> <li>Look for behavior, grade and attendance changes.</li> <li>Re-evaluate each nine weeks for adjustments</li> </ol> Continue process each quarter.

**Explain the Targeted Actions for Parent Involvement (required by Title I):** Monthly attendance meetings for those who are identified by the EIIS system. Parents will have access and be trained to use EduText and Parent Portal in order to monitor student progress at home.

**Describe related professional learning:** Staff Members will be trained in working with struggling students with attendance, behavior and academics. Staff will also review and be trained in diagnosing issues and applying appropriate treatments for each student identified.

**Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):** Students will be provided support in each identified area and appropriate supports (incentives, academic support with teacher, etc..) to ensure students are progressing toward the green zone areas. The focus will be on students who are identified by the EIIS system.

**Specify additional targeted actions for EL students:** None

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Materials & Supplies				2016/2017- \$1,283- Attendance Incentives (Parents, Students/Fieldtrips) SQII # 6381 Action- B6	1,283
6	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraeducator, Soc Emot Intv	0.7500		2016/2017- \$43,911- Social Emotional Para to run Launchpad SQII#- 6381 Action- B6	43,911
6	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				2016/2017- \$4,341- Sub release days for Teachers/SSTs SQII#- 6381 Action- B6	4,341
Total									\$49,535

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 7</b>	<p><b>Detail the action:</b> Identified students who are below the 90% attendance rate or headed toward that rate, will be provided supports to be present in school and on-time. Student engagement techniques and positive reinforcements will encourage students to be at school. Classroom awards for perfect attendance of the class; individual incentives for students who are identified and are improving; individual conferences with parents of identified students; home visits by the Child Welfare Attendance Specialist; Student engagement techniques will planned and implemented to ensure students are a part of the classroom discussions and learning opportunities.</p>		
<b>SQII Element:</b> Chronic Absenteeism (SQII #5942)	<b>SQII Sub-element(s):</b> 1-Chronic Absenteeism Rate Currently 15.07%	<b>Site Growth Target:</b> Decrease to 10%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><b>Write a SMART Goal to address each data point:</b> By June 2017, the number and percentage of students below the 90% attendance rate will decrease to 10% or below by targeting students who fall into this category, provide incentives to come to school consistently and on-time, and re-engage students inside of the classroom in order to learn as measured by analysis bi-monthly of the Principal Data Dashboard.</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li><b>Analyze</b> – Review data from ATLAS attendance and Data Dashboard to identify students.</li> <li><b>Reflect</b> – Match students with a case manager to determine treatment and support for each student.</li> <li><b>Plan</b> – Create a plan with the student and parent to increase student’s regular attendance.</li> <li><b>Implement</b> – Provide supports to be at school and engaged with learning.</li> <li><b>Assess</b> – Provide weekly feedback for students to show improvement and identify additional supports.</li> </ol>		<p><b>Owner(s)</b> Office Assistant Child Welfare Attendance Specialist Administration Teachers</p>	<p><b>Timeline</b></p> <ol style="list-style-type: none"> <li>Identified students will be monitored weekly.</li> <li>Weekly incentives and next step plans will be created, modified or added as needed.</li> <li>Students will track their progress for increased attendance.</li> </ol>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b> Individual meetings with targeted parent, share monthly attendance data with parents at Community Coffee meetings, positive notes home (either mailed or by phone) to share progress. Parents will have access and be trained to use EduText and Parent Portal in order to monitor student progress at home.</p>			
<p><b>Describe related professional learning:</b> Staff members will have PL in the form of encouraging students to attend regularly and engaging the struggling student or frequently absent student.</p>			

**Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):** Students will have supports in the forms of incentives, student record-keeping of progress, etc.. The focus will be on the most absent students through the students who are below 95% attendance rate.

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

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 8</b>	<b>Detail the action:</b> All students will be involved in a Goal 2 activity (arts, athletics or activities) at the school from TK – 6 <sup>th</sup> Grade).The creation of additional activities, art experiences, and athletic opportunities will be created to ensure all students are enrolled in Goal 2 activities.		
<b>SQII Element:</b> Student Engagement (SQII #5944)	<b>SQII Sub-element(s):</b> 3- Disproportionality Currently 24.87%	<b>Site Growth Target:</b> Decrease to 10%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<b>Write a SMART Goal to address each data point:</b> By June 2017, the percent and number of students who are not engaged in a Goal 2 activity will drop to 10% or below as measured by school activity data, SQII #5944, and the Data Dashboard measures by providing students additional connections with school.			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)		<b>Owner(s)</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li><b>Analyze</b> – At the end of the 2015-16 school year a report will be reviewed in looking at specific students who are not in a Goal 2 activity.</li> <li><b>Reflect</b> – Gather data about why they are not in an activity (request input from students what they'd like to be involved in).</li> <li><b>Plan</b> – Organize additional Goal 2 activities, sports and art experiences through clubs &amp; after school opportunities. Invite those who are identified to sign-up first to get enrolled in their favorite club/activity.</li> <li><b>Implement</b> – Ensure information is out to all students who qualify for that type of activity or sport.</li> <li><b>Assess</b> – Collect data through attendance sheets and activity sign-in sheets and record into Goal 2 portal. Prepare reports to analyze.</li> </ol>		Teachers Administration	<ol style="list-style-type: none"> <li>Data will be reviewed quarterly to ensure all students are engaged in Goal 2.</li> <li>Identified students will be encouraged by staff members to get them signed up for or encouraged to attend activities.</li> </ol> Process will continue each quarter.

<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b> Parents will be invited to all night-time activities, seasonal athletic events, and other arts &amp; activities as planned.</p>
<p><b><i>Describe related professional learning:</i></b> Staff members will have planning and selection of arts, activities and athletics and target students who have not connected on Goal 2 activities.</p>
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b> Students will have the resources needed to make Goal 2 activities come alive through the use of equipment, supplies, and supports to engage students in other ways to the school. The focus will be on all students from TK-6<sup>th</sup> grade.</p>
<p><b><i>Specify additional targeted actions for EL students:</i></b> Students who are identified as English Learners will be the first groups of students to target and get them involved in Goal activities.</p>

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Roeding - 0385

**ON-SITE ALLOCATION**

3010	Title I	\$54,741 *
7090	LCFF Supplemental & Concentration	\$168,788
7091	LCFF for English Learners	\$65,532
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$289,061</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,191
Remaining Title I funds are at the discretion of the School Site Council	\$53,550
<b>Total Title I Allocation</b>	<b>\$54,741</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

## 2016-2017 Budget for SPSA/School Site Council

### State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Nc-Equipment			2016/2017- \$9293, Mini Student laptops (34x\$273.33) SQII #4073/6034 Action- B1	9,293.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : 2016/2017: TEACHING FELLOWS x 3 (\$25,806) work with students who are most at risk during RTI.  SQII #4073 & #6034 Action- B1	25,806.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			2016/2017 budget of: \$1191 PARENT INVOLVEMENT Title 1 SQII- 6381 Action B1, B2, B3	1,191.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.290	2016/2017- \$47,917- Certificated Tutor SQII#- 4073/6034 Action-B1	28,359.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.240	2016/2017- \$47,206- Certificated Tutor SQII #- 4073/6034 Action-B1	23,121.00
1	1	Sup & Conc	Instruction	Bks & Ref			: 2016-2017- \$2430, Materials/Supplies- (Time for Kids/Weekly Reader) SQII# 4073/6034 Action #1	2,430.00
1	1	Sup & Conc	Instruction	Mat & Supp			: 2016/2017- \$7,000, Supplemental Materials/Anchor Texts SQII #- 4073/6034 Action- B1	7,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: 2016/2017, \$30,066, Mini Student laptops (110 X \$273.33) SQII- #4073/6034 Action- B1	30,066.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: 2016/2017- \$2,008, Laptop carts x 3- to secure new laptops (3 X \$669.45) SQII #- 4073/6034 Action- B1	2,008.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.250	2016/2017- \$47,206- Certificated Tutor SQII #- 4073/6034 Action-B1	24,085.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.200	2016/2017- \$47,917- Certificated Tutor SQII#- 4073/6034 Action-B1	19,558.00
2	1	Title 1 Basic	Instruction	Mat & Supp			2016/2017: \$11,110, INK, DOCUMENT CAMERAS, HDMI TO VGA ADAPTERS TO SUPPORT TECHNOLOGY FLUENCY SQII# 5926 Action B2	11,110.00
2	1	Title 1 Basic	Instruction	Direct-Maint			: 2016/2017, \$3,000, Technology Repair SQII- 5926 Action- B2	3,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: 2016/2017-\$26,225- Extra materials and Supplies SQII #- 5926 Action- B2	26,225.00
2	1	Sup & Conc	Instruction	Mat & Supp			: 2016/2017- \$4385, Office Depot- 1 ink cartridge per teacher SQII# 5926	4,385.00

	1		Instruction	Mat & Supp			Action- B2	1,285.00
5	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	2016/2017- \$10,213- BIA support SQII #- 5968 Action- B5	10,213.00
5	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	2016/2017- \$10,540- BIA support SQII #- 6381 Action- B5	10,540.00
5	1	EL	Instruction	Ins Aide-Ext			2016/2017- \$418- Parent Conference Translating SQII#- 5968 Action- B5	418.00
5	1	EL	Instruction	Mat & Supp			: 2016/2017, \$718, Extra Materials and Supplies for ELD instruction SQII- 5968 Action- B5	718.00
6	1	Title 1 Basic	Instruction	Teacher-Subs			2016/2017- \$4,341- Sub release days for Teachers/SSTs SQII#- 6381 Action- B6	4,341.00
6	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraeducator, Soc Emot Intv	0.750	2016/2017- \$43,911- Social Emotional Para to run Launchpad SQII#- 6381 Action- B6	43,911.00
6	1	Sup & Conc	Instruction	Mat & Supp			2016/2017- \$1,283- Attendance Incentives (Parents, Students/Fieldtrips) SQII # 6381 Action- B6	1,283.00

\$289,061.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,741.00
Sup & Conc	7090	\$168,788.00
EL	7091	\$65,532.00
<b>Grand Total</b>		<b>\$289,061.00</b>

Domain Totals	Budget Totals
Academic	\$289,061.00
<b>Grand Total</b>	<b>\$289,061.00</b>



E.1. Assurances


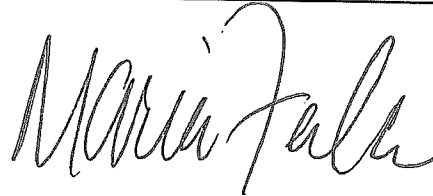
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Robert Gaertig</b>	X				
2. <b>Chairperson - Maria Falcon</b>				X	
3. <b>Wendy Monge</b>				X	
4. <b>Carl Vetter</b>				X	
5. <b>Karen Vetter</b>				X	
6. <b>Wendy Monge</b>				X	
7. <b>Earika White</b>				X	
8. <b>Christa Hancer</b>			X		
9. <b>Alex Volkov</b>		X			
10. <b>Nicole Pellegrino</b>		X			
11. <b>Robin Nickel</b>		X			
12.					
13.					
14.					
15.					
<b>XX ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name:</b> <b>Roeding</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2016-2018.			
Title	Print Name Below	Signature Below	Date
Principal	Robert Gaertig		4/5/16
SSC Chairperson	Maria Falcon		4/5/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws