Roeding Elementary

10621666006068

Principal's Name: Debbie Duran

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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.
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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement Policy and the Parent-School Compact.
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.
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.

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 – Joshua Lee		X			
3. Genaro Garcia		X			
4. Seana Dull		X			
5. Cynthia Rodriguez			X		
6. Cassondra Rodriguez				X	
7. Orlando Meza				X	
8. Shelby Baker				X	
9. Marisol Rosales				X	
10. Ashley Casillas				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Roeding Elementary

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	*[signature]*	4/5/24
SSC Chairperson	Joshua Lee	*[signature]*	4/5/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	$81,270 *
7090	LCFF Supplemental & Concentration	$258,942
7091	LCFF for English Learners	$71,280

TOTAL 2024/25 ON-SITE ALLOCATION   **$411,492**

* 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	$2,408
Remaining Title I funds are at the discretion of the School Site Council	$78,862
Total Title I Allocation	$81,270

Roeding Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-49 pts	-74 pts	2023-2024	-59 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-98 pts	2023-2024	-83 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-77 pts	2023-2024	-62 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-129.4 pts	2023-2024	114.4 pts
SBAC ELA - percentage of students met/exceeded standard	✔	32.96 %	24.2 %	2023-2024	37.96 %
SBAC Math - Average distance from standard	✔	-66 pts	-84.7 pts	2023-2024	-69.7 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-148.6 pts	2023-2024	-133.6 pts
SBAC Math - percentage of students met/exceeded standard	✔	28.28 %	17.5 %	2023-2024	33.28 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA Met/Exceeded

The percentage of students who met or exceeded the standard in SBAC/ELA was 24.2%. The average distance from the standard was -74 points according to 2022-2023 SBAC/ELA results. Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready ELA D2 On-Level

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

SBAC ELA Met/Exceeded

Roeding will use the previous year's data to continue focusing on identified students in lower-performing student groups who struggle with decoding, reading fluency, and reading comprehension. Additional Tier 1 instruction support is needed for staff to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need by students).

Roeding will continue work in Cultural Proficiency, Science of Reading professional development and Tier 1 engagement strategies ensuring students in all student groups receive rigorous grade-level appropriate

The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2023 was 26.9% of students on or above grade level, as compared to i-Ready ELA D2 2022, which was 20% of students on or above grade level. This is an increase of 6.9% of students on or above grade level from D2 2022-2023.

The typical growth for all students on D2 2023 was 58.8% from ELA D1 to D2, and the stretch growth was 42.8%. We exceeded the typical growth target by 1.5% and fell short of the stretch growth target by -1.6%. Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready ELA D2 On-Level (African American)

The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2023 for African American students was 20.8% in the movement toward on/above grade level standards in ELA, as compared to i-Ready ELA D2 2022, which was 13.3%. This is an increase of 7.5%.

The typical growth for African American students was 58.7% from ELA D1 to D2, and the stretch growth was 41.3%. The typical growth for African American students increased by 5.4% compared to all students' typical growth which exceeded the target by 1.6%. The stretch growth for African American students increased by 3.5% compared to all students' stretch growth which decreased by 1.6% from 2022. Roeding focused on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready ELA D2 On-Level (Students With Disabilities)

The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2023 for Students with Disabilities was 10.3% in the movement toward on/above grade-level standards in ELA, as compared to i-Ready ELA D2 2022, which was 10.5%. This is a slight decrease of 0.2%.

The typical growth for Students with Disabilities was 51.0% from ELA D1 to D2, and the stretch growth was 30.0%. The typical growth increased by 0.4% compared to D2 in 2022. The stretch growth decreased by 5.1% from last year. Roeding focused on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

SBAC Math Met/Exceeded

The percentage of students that met or exceeded the standard was 17.5%. The average distance from the standard is -84.7 points according to 2022-2023 SBAC results. We will continue to focus on Tier 1 first good instruction in Math throughout the year in professional development. We will collaborate with SWUN math to build capacity in math lesson design, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready Math D2 On-Level

The effectiveness in achieving the expected outcomes in i-Ready Math D2 2023 was 16.6% on level, as compared to i-Ready Math D2 2022, which was 12.4% on grade level. This is an increase of 4.2%,

The typical growth was 64.2% from Math D1 to D2, and the stretch growth was 52.2%. There was an

work and support in closing the learning gaps with a special lens on specific needs for each student group.

I-Ready ELA D2 On-Level

Roeding will use 2023-2024 data to identify students in lower-performing student groups who struggle with decoding, reading fluency, and reading comprehension. Additional Tier 1 instruction support is needed for staff to ensure first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need by students).

Roeding will continue work in Cultural Proficiency, Science of Reading professional development, and Tier 1 engagement strategies ensuring students in all student groups receive rigorous grade-level appropriate work and support in closing the learning gaps with a special lens on specific needs for each student group.

I-Ready ELA D2 On-Level (African American)

Our African American student group has a 26.1% on/above grade level rate in ELA compared to the site, which has a rate of 26.9%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

We are addressing this issue by focusing on Tier 1 first good 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 students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

I-Ready ELA D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 10.3% on/above grade level rate in ELA as compared to the site, which has a rate of 26.9%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

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. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

increase of 3.9% in typical growth and 4.4% in stretch growth compared to D2 2022. Roeding will continue to focus on Tier 1 first good instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready Math D2 On-Level (African American)

The effectiveness in achieving the expected outcomes in i-Ready Math D2 2023 for African American students was 13.3% in the movement toward on/above grade level standards in Math, as compared to i-Ready Math D2 2022, which was 0%. This is a significant increase of 13.3%.

The typical growth for this student group was 60.0% from Math D1 to D2, and the stretch growth was 46.7%. The typical growth for African American students increased by 2.2% compared to all students' typical growth which exceeded the target by 3.9%. The stretch growth for African American students decreased by 8.9% compared to all students' stretch growth which increased by 4,5% from 2022. Roeding focused on Tier 1 instruction first good instruction in math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

I-Ready Math D2 On-Level (Students With Disabilities)

The effectiveness in achieving the expected outcome in i-Ready Math D2 2023 for Students with Disabilities was 7.3% on/above grade level. This metric is 9.3% lower than our site i-Ready Math D2 results of students on/above grade level.

The typical growth for this student group was 57.6% from Math D1 to D2 which is a significant increase of 18.6% from D2 2022. The stretch growth for this student group was 40.4% from D1-D2 which is an increase of 7.8% from D2 2022. Roeding focused on Tier 1 first good instruction in math throughout the year in professional development in math lesson design, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

SBAC Math Met/Exceeded

Roeding will use 2023-2024 data to continue focusing on identified students in lower-performing student groups who struggle with operational fluency, conceptual understanding, and foundational number sense skills which can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure Tier 1 first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need by students).

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

I-Ready Math D2 On-Level

The students in lower-performing student groups struggle with operational fluency, conceptual understanding, and foundational number sense skills which can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure Tier 1 first good instruction for all student groups (including strategies that are research-based to close gaps in learning and differentiate instruction based on need by students).

Roeding will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in all student groups receive rigorous grade-level appropriate work and support in closing the learning gaps with a special lens on specific needs for each student group.

I-Ready Math D2 On-Level (African American)

Our African American student group has a 13.3% on/above grade level rate in Math compared to the site, which has a rate of 16.6%. We are addressing this disproportionality by focusing on Tier 1 first good instruction at grade level rigor in Math and providing 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 analyze data and design interventions based on this student group and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program in the second semester. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

I-Ready Math D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 7.3% on/above grade level rate in Math as compared to the site, which has a rate of 16.6%. There is a disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities student group. Additionally, a lack of foundational math skills and concepts impedes 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. We continue to work with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides services to support our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Admin and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a student summer program; and data analysis and progress monitoring.
- Admin and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. The purpose is to understand current literacy teaching and learning practices, set goals, and establish measurable outcomes.
- Decreased the contracted amount for Teaching Fellows to support response to reading intervention due to limited Teaching Fellows staffing.
- Purchased additional materials to support math instruction from SWUN math.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Teachers will participate in professional development on the Science of Reading through Project ARISE modules and partnership with TNTP as part of The FHS Regional Literacy Project.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers fall 3-5 teachers, spring 5-8 teachers, and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will continue to utilize the i-Ready online platform to individualize reading and math instruction, based on diagnostic results as well as focus students, however, the funding will come from FHS Literacy Project versus site funded.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). In summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop an awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
- PLC Teams will use Common Formative Assessments intentionally aligned to Phonics Skills for progress monitoring.
- PLC Team will use have 4 half-day sub-release days for data analysis and planning in support of foundational skills and claim 1 targets 1, 2, and 4.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard to provide enrichment opportunities.
- All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback, and strengthen the rigor of instruction.
- Continue to support Kinder through second grades to the SWUN math coaching and learning cycles around Math Fluency.
- The site will purchase a license to continue to use Reflex Math and FRAX math fluency platforms which were district-funded this school year.
- The site will utilize Teaching Fellows to support reading by first grade through a push-in model.

Changes can be found in Goal 1 Actions 1, 2 & 3

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council feedback was provided on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies

SSC members also felt that building fellowship was essential to creating an environment where everyone felt seen and valued. SSC reviewed the final SPSA on March 20, 2024, for approval.

2 ELAC:

ELAC stakeholders provided feedback on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Increase funds for family engagement opportunities
- Additional student engagement after school
- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies
- More Fieldtrips

ELAC reviewed the final SPSA on March 20, 2024.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff feedback was provided on March 6, 2024, where we sought input on needs for the 2024-2025 SPSA.

ILT and CCT reviewed SPSA and needs assessment feedback on March 13 and March 14th, 2024.

Staff reviewed the current SPSA and provided input on needs for the 2024-2025 SPSA via a Forms Survey.

Feedback:

- Substitutes for SST, IEP, and PLC planning days
- Continuing partnership with Teaching Fellows
- Materials and Supplies to support instruction (including online platforms-Reflex Math and FRACs)

Staff members also felt that building fellowship was essential to our continued success around a positive Climate & Culture at Roeding where everyone feels seen and valued.

Action 1

Title: ELA KINDER-3RD GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program emphasizing 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.

Teacher will identify 6-8 focus students in reading who scored **On/Above GL** and **1 Year Below GL** on Fall, Winter and Spring iReady Diagnostic.

Owner(s):
Admin

Teachers

SPED/RSP

TST

Academic Coach

Certificated Tutor

Teaching Fellows

Timeline:
Kinder - 3rd grades:

Fall, Winter and Spring

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.

1. Utilize iReady Benchmarks to set SMART goals for: individual student, classroom, PLCs and site.
2. Monitor progress utilizing the **On/Above GL**, **1 Year Below GL** and **2+ Years Below GL** categories, based on iReady Reading Benchmarks.
3. Track student movement, based on: increase of one level, two or more levels and no change in i-Ready from one benchmark to another.
4. Analyze students' growth toward typical and stretch growth.
5. Plan targeted instruction and supports based on iReady individual student analysis to incorporate into **Daily Dive** mini lessons to progress monitor corrective instructional impact..
6. Teachers will identify students' needs and create an instructional plan that includes progress monitoring and using iReady resources.
7. Academic Coach will work directly with teachers using the cycle of continuous improvement model (CCI) to analyze student work, reflect on instructional impact, and plan differentiated instructional response.

Owner(s):
Admin

Teachers

SPED/RSP

TSA

Certificated Tutor

Academic Coach

Teaching Fellows

Timeline:
Kinder - 3rd grades:

Fall, Winter and Spring

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

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

Using the Roeding Literacy Benchmark agreements students will be assessed as follows:

1. Kinder will BAS/FSA three times per year
2. First Grade will assess fluency, BAS, and BPST for **On/Above GL** (Tier 1) students. Students who are **1 Year Below GL** and **2+ Years Below GL** (Tier 2 and 3) will assess fluency, BAS and BPST at each RTI cycle.
3. Second Grade will assess fluency, BAS and BPST for **On/Above GL** (Tier 1) students. Students who are **1 Year Below GL** and **2+ Years Below GL** (Tier 2 and 3) will assess fluency, BAS and BPST at the end of each RTI Cycle.
4. Third Grade will assess fluency, BAS and BPST for **On/Above GL** (Tier 1) students. Students who are **1 Year Below GL** and **2+ Years Below GL** (Tier 2 and 3) will assess fluency, BAS and BPST at the end of each RTI Cycle.
5. Academic Coach will work directly with RTI team using the cycle of continuous improvement model (CCI) to analyze student work, reflect on instructional impact during RTI and plan differentiated instructional response through a progress monitoring process.

Owner(s):

Principal

TSA

Certificated Tutors

Teaching Fellows

Teachers

SPED/RSP

Academic Coach

Timeline:

FSA 3 X per year

BAS 2 X per year

BPST 4 X per year

Fluency 4 X per year

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, including IABs/FIABs
- Common Summative Assessment, including SBAC Performance Task
- i-Ready diagnostic exams (Fall, Winter, Spring) used to develop differentiated learning opportunities

Owner(s):

ILT

Teachers

SPED/RSP

TSA

Academic Coach

PLCs

Timeline:

Teachers- Daily, Weekly, three times a year.

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 CFAs and CSAs to include the following: Multilingual Learners, Students with Disabilities, and African American students.
2. Teacher will set SMART goals for: individual student, classroom, and PLC.
3. Monitor progress utilizing the **On/Above GL**, **1 Year Below GL** and **2+ Years Below GL** categories, based on iReady Reading Benchmarks by individual student, classroom, and PLC.
4. Track student movement based on: benchmark and scale score growth from the current i-Ready diagnostic results and prior year's i-Ready results.
5. Compare i-Ready results to CFA and CSA results as a PLC and school site.
6. Plan targeted instruction and supports based on iReady individual student analysis to incorporate into **Daily Dive** mini lessons to progress monitor corrective instructional impact..
7. Teachers will identify students' needs and create an instructional plan that includes progress monitoring and using iReady resources.

Owner(s):

ILT

PLCs

SPED/RSP

PAC

Timeline:

Three times per year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

SBAC (3rd grade):

Owner(s): Admin, TSA, Academic Coach, ILT, Teachers, SPED/RSP, PAC

Timeline: Quarterly, Three times a year, Annually

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 CFAs and CSAs to include the following: Multilingual Learners, Students with Disabilities, and African American students.
2. Teacher will set SMART goals for: individual students, classroom, and PLC.
3. Monitor progress utilizing On/Above GL, 1 Year Below GL and 2+ Years Below GL categories with classroom and grade level distribution in i-Ready diagnostic.
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.
5. Compare i-Ready diagnostic results to CFA and CSA results, including FIABs and IABs from the CAASPP assessment website, as a PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into Daily Dive min lessons to progress monitor corrective instructional impact.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Kindergarten Foundational Skills Assessment (FSA) - Dual Immersion Kindergarten Assessment:

Owner(s): Teachers, TSA, Admin, Academic Coach

Timeline: Quarterly

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual students, classroom, and PLC.
2. Monitor progress utilizing the On/Above GL, 1 Year Below GL and 2+ Years Below GL categories based on i-Ready Reading Benchmarks by individual student, classroom, and PLC.
3. Track student movement based on reaching each FSA Benchmark.
4. Plan corrective instruction and supports based on data to incorporate into Daily Dive min lessons to progress monitor corrective instructional impact.
5. Academic Coach will work directly with RTI team using the cycle of continuous improvement model (CCI) to analyze student work, reflect on instructional impact during RTI, and plan differentiated instructional response through a progress monitoring process.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

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

Owner(s): Admin, RCAs, RSP Teacher, CWAS/IS, SLP, Psychologist, Academic Coach

Timeline: Monthly, Bi-Monthly

- Work collaboratively with TST/COSST in designing and implementing interventions and supports, data collection, and progress monitoring. (Data includes: FSA, BAS, fluency, BPST, i-Ready, CFA/CSA)
- Team meets monthly to identify targeted supports based on students' needs and teacher/staff referrals.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

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

Data Driven Instructional Calendar (DDI):

- Essential Standard being targeted
- Date of CFAs/CSAs
- Date of data analysis
- Date of corrective instruction action plan for Daily Dive
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs and FIABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4 for third grade students.

Owner(s):

ILT

PLCs

TSA

Academic Coach

Admin

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 ATSI identified student groups. Roeding team works in tandem with CF team and schools with similar focus areas such as African American, Multilingual and Students with Disabilities as PLC.

- Roeding team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- Roeding team and CF Pivot Team to learn together using an inclusive, improvement 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

PLCs

Timeline:

Monthly

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

IABs and FIABs (3rd grade):

Teachers in 3rd grade will include the use of FIAB's and IAB's in Standard and Non- Standard forms. FIAB's will be utilized by 3rd grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups as well as rigorous content.

Owner(s):

ILT

PLCs

Timeline:

Quarterly based on Scope & Sequence and Data Driven Calendars

IABs and FIABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4 for third through sixth grades.

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 thirty minutes of instruction (Daily Tier 1 instruction on grade level for ninety minutes in Math and one hundred twenty minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 1-3 will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.
  - Tier 2 and 3 support (for 1 Year Below GL and 2+ Years Below GL students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
    - Maintain a common understanding of the 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 PLCs during Daily Dive.
  - 3-4 (3.5 hours) Teaching Fellows
- Provide Professional Development for teachers to dig deeper into analyzing students' reading foundational needs also PD to determine and address skills students need to succeed in grade level content.
- Provide Professional Development for teachers to align implementation of assessment and planning of differentiation.
- Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.
- Materials utilized may include Wonders materials such as leveled readers and Wonder 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 i-Ready goals, common assessment goals, EL re-designation goals, and 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, Bricks for Kids hands-on science lesson, 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.
- Travel for professional learning.
- Incentives for student growth

Fresno High Regional Literacy Project:

- Teachers will participate in professional development on the Science of Reading through Project ARISE modules and partnership with TNTP as part of The FHS Regional Literacy Project.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers fall 3-5 teachers, spring 5-8 teachers, and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will continue to utilize the i-Ready online platform to individualize reading and math instruction, based on diagnostic results as well as focus students, however, the funding will come from FHS Literacy Project versus site funded.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). In summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop an awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
- PLC Teams will use Common Formative Assessments intentionally aligned to Phonics Skills for progress monitoring.
- PLC Team will use have 4 half-day sub-release days for data analysis and planning in support of foundational skills and claim 1 targets 1, 2, and 4.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard to provide enrichment opportunities.
- All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback, and strengthen the rigor of instruction.
- Continue to support Kinder through second grades to the SWUN math coaching and learning cycles around Math Fluency.
- The site will utilize Teaching Fellows to support reading by first grade through a push-in model.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in. *English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

English Language Learners

According to the California Dashboard, Roeding English Language Learners are in the red, very low-performance level with 98 points distance from standards met on SBAC. This is a decline of 34 points from the 2022 SBAC and includes 61 students. English Language Learners are making progress toward English language proficiency with 42.1 % progress in the orange, low-performance group. Roeding maintained a 1.6 % rate of progress toward proficiency with 107 students in this group.

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low-performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC and

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

I-Ready ELA D2 On-Level (African American)

Our African American student group has a 26.1% on/above grade level rate in ELA compared to the site, which has a rate of 26.9%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

We are addressing this issue by focusing on Tier 1 first good 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 students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and

includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, a very low-performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 51 students.

2. Using Title I funds Only: What are the planned expenses to support this student group? *With Title I funds we plan to support (Specific student group) by...*

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided by AC alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.
- ELPAC Assessors will be utilized to assist in assessing English Learners.
- Technology to support English Learners
- Materials and supplies to support EL Instruction & student incentives for EL tutoring an ELPAC

design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

I-Ready ELA D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 10.3% on/above grade level rate in ELA as compared to the site, which has a rate of 26.9%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

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. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Roeding will utilize 7090 and 7091 to split funds for a certificated tutor that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher

- 1 (0.4 hours) Certificated Tutor

Roeding will utilize 7090 and 7091 to fund two Resource Counseling Assistance to support our Tier II Intervention. Our SEL-targeted support team provides service and support for our African American and Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

- 1 (0.75 hour) Resource Counseling Assistant
- 1 (0.75 hour) Resource Counseling Assistant in Spanish

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Students with Disabilities, African American and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the iReady diagnostic, these student groups are not moving into the On/Above GL bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups (Students with Disabilities and African Americans).
- SPED teachers included in goal setting and data CCIs with the Principal, VP and Academic coach for i-Ready and SBAC.
- 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 in service of general education.
- Tier 2 intervention in the classroom through differentiated instruction for student groups.
- Tier 1 instruction and support in the classroom during Daily Dive.
- All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA.
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework.

Action 2

Title: ELA 4TH-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 four through six 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

IABs and FIABs

Teachers in grades 3-6 will include the use of FIAB's and IAB's in Standard and Non- Standard forms. FIAB's will be utilized by 4-6 Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups as well as rigorous content.

Owner(s):

ILT

PLCs

Timeline:

Quarterly based on Scope & Sequence and Data Driven Calendars

IABs and FIABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4 for third through sixth grades.

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 the previous year's data and current CFAs and CSAs to include the following: African American, Whites, English Language Learners, and Students with Disabilities.
2. Teacher will set SMART goals for individual students, classrooms, and PLC.
3. Monitor progress utilizing the On/Above GL, 1 Year Below GL, and 2+ Years Below GL categories based on i-Ready Reading Benchmark.
4. Track student movement based on: benchmark and percentage of growth from the three i-Ready diagnostics and the prior year's i-Ready results, including Difference From Standard Met. (DFS)
5. Compare i-Ready diagnostic results to CFA and CSA results as a PAC and as a school site.
6. Plan corrective instruction and support based on data to incorporate into Daily Dive lessons to progress monitor corrective instructional impact.
7. Academic Coach will work directly with RTI team using the cycle of continuous improvement model (CCI) to analyze student work, reflect on instructional impact during RTI, and plan differentiated instructional responses through a progress monitoring process.

Owner(s):

Principal

ILT

Teachers

SPED/RSP

TSA

Academic Coach

PLCs

Timeline:

Data Chats in first and second semesters

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

4th - 6th grades will utilize the i-Ready Reading Diagnostic, which is administered three times a year.

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on the previous year's data and current CFAs and CSAs to include the following: African American, Whites, English Language Learners, and Students with Disabilities.
2. Teacher will set SMART goals for individual students, classroom, and PLC.
3. Monitor progress utilizing the On/Above GL, 1 Year Below GL and 2+ Years Below GL categories based on iReady Reading Benchmarks by individual students, classroom, and PLCs.
4. Track student movement based on: benchmark and percentage of growth between i-Ready diagnostics and prior year's Interim results, including DFS.
5. Compare i-Ready diagnostic results to CFA and CSA results as a PLC and school site.
6. Plan targeted instruction and support based on data to incorporate into Daily Dive lessons to progress monitor corrective instructional impact.

Owner(s):

ILT

Teachers

SPED/RSP

TSA

Academic Coach

PLCs

Timeline:

Tri-annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Cycle of Continuous Improvement: - Checking for Understanding - Common Formative Assessment, including IABs/FIABs - Common Summative Assessment, including SBAC Performance Task and CAT. - i-Ready diagnostic (Fall, Winter, Spring) used to develop differentiated learning opportunities	ILT Teachers SPED/RSP TSA Academic Coach PLCs Regional PAC-Del Mar, Homan, Muir, Roeding	Teachers- Daily & Weekly PAC quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Data Driven Instructional calendar (DDI) - Essential Standard being targeted - Date of CFAs/CSAs - Date of data analysis - Date of corrective instruction action plan - Date of implementation of corrective instruction during Daily Dive - Date of re-assessment - IABs and FIABs will be utilized for baseline data in the Fall and progress monitoring in quarters 2-4.	ILT PLCs TSA Academic Coach Admin PAC	Quarterly Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
TST (Targeted Supports Team) and COSST (Collaboration of Supports and Service Team): - Work collaboratively with TST/COSST in designing and implementing interventions and supports, data collection, and progress monitoring. (Data includes: FSA, BAS, fluency, BPST, i-Ready, CFA/CSA) - Team meets monthly to identify targeted supports based on students' needs and teacher/staff referrals. - Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.	Admin RCAs RSP Teacher CWAS SLP Psychologist	Monthly Bimonthly for Tier 3 students

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 thirty minutes of instruction (Daily Tier 1 instruction on grade level for ninety minutes in Math and one hundred twenty minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 4-6 will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff.
  - Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
    - Maintain a common understanding of the 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 teaching 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 PLCs during Daily Dive.
  - Teaching Fellows - 5 (3.5 hours)
- Provide Professional Development to teachers to align the implementation of assessment and standards-based rubric.
- Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.
- Provide Professional Development for teachers to dig deeper into analyzing students' reading foundational needs also PD to determine and address skills students need to succeed in grade level content.
- Materials utilized may include Wonders materials such as leveled readers and Wonder 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 i-Ready goals, common assessment goals, EL re-designation goals, and 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, Bricks for Kids hands-on science lessons, 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
- Travel for professional learning.

Fresno High Regional Literacy Project:

- Teachers will participate in professional development on the Science of Reading through Project ARISE modules and partnership with TNTP as part of The FHS Regional Literacy Project.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers fall 3-5 teachers, spring 5-8 teachers, and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will continue to utilize the i-Ready online platform to individualize reading and math instruction, based on diagnostic results as well as focus students, however, the funding will come from the FHS Literacy Project versus site funded.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). In summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop an awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. **Identify Student Group (list only one at a time) in Red and all the areas they are identified in.** *English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

English Language Learners

According to the California Dashboard, Roeding English Language Learners are in the red, very low-performance level with 98 points distance from standards met on SBAC. This is a decline of 34 points from the 2022 SBAC and includes 61 students. English Language Learners are making progress toward English language proficiency with 42.1 % progress in the orange, low-performance group. Roeding maintained a 1.6 % rate of progress toward proficiency with 107 students in this group.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

I-Ready ELA D2 On-Level (African American)

Our African American student group has a 26.1% on/above grade level rate in ELA compared to the site, which has a rate of 26.9%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low-performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC and includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, a very low-performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 51 students.

2. **Using Title I funds Only: What are the planned expenses to support this student group?** *With Title I funds we plan to support (Specific student group) by...*

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. **As a site: What are planned actions to support this student group?** *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided by AC alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.

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 students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

I-Ready ELA D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 10.3% on/above grade level rate in ELA as compared to the site, which has a rate of 26.9%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

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. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Roeding will utilize 7090 and 7091 to split funds for a certificated tutor that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and

support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 1 (0.4 hours) Certificated Tutor

Roeding will utilize 7090 and 7091 to fund two Resource Counseling Assistance to support our Tier II Intervention. Our SEL-targeted support team provides service and support for our African American and Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

- 1 (0.75 hour) Resource Counseling Assistant
- 1 (0.75 hour) Resource Counseling Assistant in Spanish

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Students with Disabilities, African American and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the iReady diagnostic, these student groups are not moving into the **On/Above GL** bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups (Students with Disabilities and African Americans).
- SPED teachers included in goal setting and data CCIs with the Principal, VP and Academic coach for i-Ready and SBAC.
- 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 in service of general education.
- Tier 2 intervention in the classroom through differentiated instruction for student groups.
- Tier 1 instruction and support in the classroom during Daily Dive.
- All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA.
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework.

Students with Disabilities, African American and White students are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the iReady diagnostic, these student groups are not moving into the **On/Above GL** bands at the same rate compared to their peers. These student groups regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups (Students with Disabilities).

- SPED teachers included in goal setting and data CCIs with the Principal, VP, and Academic coach for i-Ready and SBAC.
- 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 in service of general education.
- Tier 2 intervention in the classroom through differentiated instruction for student groups.
- Tier 1 instruction and supports in the classroom during Daily Dive.
- All students will be assessed quarterly using benchmark data including i-Ready, BAS, BPST, fluency and comprehension tests for ELA.
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework.

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 six grades 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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on the previous year's data and current CFAs and CSAs to include the following: English Language Learners, African American, White, and Students with Disabilities.
2. Teacher will set SMART goals for individual students, classrooms, and PLC.
3. Monitor progress utilizing the On/Above GL, 1 Year Below GL, and 2+ Years Below GL categories based on iReady Math Benchmarks by individual students, classrooms, and PLCs.
4. Track student movement based on: benchmark and percentage of growth from the three i-Ready diagnostics and prior year's iReady results, including DFS.
5. Compare i-Ready diagnostic results to CFA and CSA results as a PLC and school site.
6. Plan corrective instruction and support based on data to incorporate into Daily Dive lessons to progress monitor corrective instructional impact.

Owner(s):

ILT

Teachers

Academic Coach

SPED/RSP

TSA

PLCs

Timeline:

Data Chats 3 times per year

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

Math iReady:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on the previous year's data and current CFAs and CSAs to include the following: English Language Learners, African American, and Students with Disabilities.
2. Teacher will set SMART goals for individual students, classroom, and PLC.
3. Monitor progress utilizing the On/Above GL, 1 Year Below GL, and 2+ Years Below GL categories based on iReady Math Benchmarks by individual students, classrooms, and PLCs.
4. Track student movement based on: benchmark and percentage of growth from diagnostic 1 to diagnostic 2 and prior year's diagnostic results, including DFS.
5. Compare diagnostic results to CFA and CSA results as a PLC and school site.
6. Plan corrective instruction and support based on data to incorporate into Daily Dive lessons to progress monitor corrective instructional impact.
7. Academic Coach will work directly with the RTI team using the cycle of continuous improvement model (CCI) to analyze student work, reflect on instructional impact during RTI, and plan differentiated instructional responses through a progress monitoring process.

Owner(s):

ILT

PLCs

Teachers

TSA

Academic Coach

SPED/RSP

Timeline:

Biannually

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

The Cycle of Continuous Improvement:

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

Owner(s):

ILT

PLCs

Teachers

SPED/RSP

Regional PAC

Timeline:

Teachers daily, weekly

Regional PAC quarterly

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

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

- Work collaboratively with TST/COSST in designing and implementing interventions and supports, data collection, and progress monitoring. (Data includes: FSA, BAS, fluency, BPST, i-Ready, CFA/CSA)
- Team meets monthly to identify targeted supports based on students' needs and teacher/staff referrals.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Owner(s):

Admin

Academic Coach

HSL

RSP teacher

RCAs

CWAS

SLP

Psychologist

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 CFAs/CSAs
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction during Daily Dive
- Date of re-assessment
- IABs and FIABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4 for third through sixth grades.

Owner(s):

ILT

PLCs

Teachers

Academic Coach

TSA

SPED/RSP

Admin

Timeline:

Quarterly

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

Foundational Skill Assessment-Kindergarten Assessment:

1. Utilize District Benchmarks to set SMART goals for individual students, classrooms, and PLC.
2. Monitor progress utilizing the On/Above GL, 1 Year Below GL, and 2+ Years Below GL categories, based on iReady diagnostics.
3. Track student movement based on reaching each FSA benchmark for Kinder
4. Plan corrective instruction and support based on data to incorporate into Daily Dive mini lessons to progress monitor corrective instructional impact.
5. Academic Coach will work directly with teachers and PLCs who need additional support using the Cycle of Continuous Improvement model (CCI) to analyze student work, reflect on instructional impact, and plan differentiated instructional response through a progress monitoring process.

Owner(s):

Teachers

TSA

Academic Coach

SPED/RSP

Admin

Timeline:

Quarterly

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 ATSI-identified student groups. Work in tandem with the site team and schools with similar focus areas (Students with Disabilities) as a PLC.

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

Owner(s):

CF Pivot Team

Admin

RCAs

RSP Teacher

CWAS

SLP

Psychologist

Timeline:

Monthly

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

IABs and FIABs (3rd-6th):

Teachers in grades 3-6 will include the use of FIAB's and IAB's in Standard and Non- Standard forms. FIAB's will be utilized by 3-6 Grade teachers to monitor progress of CORE instruction and the impact on student learning. FIAB data will be used to form RTI groups as well as rigorous content.

Owner(s):

ILT

PLCs

Timeline:

Quarterly based on Scope & Sequence and Data Driven Calendars

IABs and FIABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4 for third through sixth grades.

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 thirty minutes of instruction (Daily Tier 1 instruction on grade level for ninety minutes in Math and one hundred twenty minutes in ELA, which includes whole and small group instruction for differentiation).
    - All students in grades 1-6 will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.
      - Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
        - Maintain a common understanding of the 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 beginning Tier 2
      - Tier 1 and 2 supports will be provided by the classroom teacher and PLCs during Daily Dive.
      - Teaching Fellows -3 (4 hours)
    - Provide Professional Development for teachers to align implementation of assessment and planning of differentiation.
    - Provide Professional Development for teachers to align the implementation of assessment and standards-based rubrics.
    - Materials utilized may include Go Math, SWUN, additional supplemental resources, and materials
    - 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 communication and workbook materials from our graphics department
    - Goal Setting chats will be held quarterly between teachers and *ALL* students to discuss their i-Ready goals, common assessment goals, EL re-designation goals, and 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, Bricks for Kids hands-on science lessons, 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.
    - Extra time for HSL, RCA or other support staff.
    - Incentives for student growth
    - The site will purchase a license to continue to use Reflex Math and FRAX math fluency platforms which were district-funded this school year.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Language Learners

According to the California Dashboard, Roeding English Language Learners are in the red, very low-performance level with 98 points distance from standards met on SBAC. This is a decline of 34 points from the 2022 SBAC and includes 61 students. English Language Learners are making progress toward English language proficiency with 42.1 % progress in the orange, low-performance group. Roeding maintained a 1.6 % rate of progress toward proficiency with 107 students in this group.

2. **Using Title I funds Only: What are the planned expenses to support this student group?** *With Title I funds we plan to support (Specific student group) by...*

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

SBAC (Students with Disabilities)

According to the California Dashboard, students with disabilities are in the red, a very low-performance level of 148.6 points below the standards on Math SBAC.

I-Ready Math D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 7.3% on/above grade level rate in Math as compared to the site, which has a rate of 16.6%. There is a disproportionality in Students with Disabilities compared to our overall site in

○ 3-4 (3.5 hours) Teaching Fellows

3. **As a site: What are planned actions to support this student group?** *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

Roeding will continue to focus on Tier 1 first good instruction in ELD and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will utilize specific ELD strategies guided in the math curriculum and include multicultural experiences within real-world experiences.
- Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided by AC alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.

the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in math and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

Attendance and rigor are significant barriers for our Students with Disabilities student group. Additionally, a lack of foundational number sense skills, fluency and math concepts impedes 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. We continue to work with students in academics at all Tier levels in the classroom.

Cultural proficiency work and building relationships with students will also support an increase in students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

○ Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
○ 3-4 (3.5 hours) Teaching Fellows
○ Reflex-FRAC Math Fluency License

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Roeding will utilize 7090 and 7091 to split funds for a certificated tutor that will support our Tier III Response to Intervention groups. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

○ Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
○ 1 (0.4 hours) Certificated Tutor

Roeding will utilize 7090 and 7091 to fund two Resource Counseling Assistance to support our Tier II Intervention. Our SEL-targeted support team provides service and support for our African American and Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

- 1 (0.75 hour) Resource Counseling Assistant
- 1 (0.75 hour) Resource Counseling Assistant in Spanish

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Students with Disabilities, African American and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the iReady diagnostic, these student groups are not moving into the **On/Above GL** bands at the same rate compared to their peers. These subgroups regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups (Students with Disabilities in math).
- SPED teachers included in goal setting and data CCIs with the Principal, VP and Academic coach for i-Ready and SBAC.
- 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 in service of general education.
- Tier 2 intervention in the classroom through differentiated instruction for student groups.
- Tier 1 instruction and support in the classroom during Daily Dive.
- All students will be assessed quarterly using benchmark data including i-Ready, and FSA.
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions: (i.e. News ELA, Peardeck, Scholastic Readers, Time for Kids, Seasaw, Studies Weekly etc.)	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support Tier 3 Reading Intervention (RTI)	50,088.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2300	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	29,421.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes: (Data chats, professional development, PLC planning days, IEPs, ILT and CCT classroom walks)	17,918.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student classroom supplies to support instruction	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	25,583.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated substitute: (Professional Development, PLC Planning, Data Chats, IEPs, Coaching Cycles	4,777.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 2024: 146 hours (2 people) and snacks	7,968.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Dual Immersion, books, subscriptions, cultural diversity supports	746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support student instruction	9,570.00
G1A1	LCFF: EL	Instruction	Travel			Attend Professional Development such as Solution Tree, and ATDLE Two Way Dual Language Conference.	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology to support student learning (i.e. Smart TVs, digital document cameras, charging stations, headphones, additional laptops and chargers, etc.)	9,593.00
G1A2	Sup & Conc	Instruction	Travel			Attend Professional Development such as Solution Tree, and ATDLE Two Way Dual Language Conference.	5,000.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Site licenses for classroom support workbooks (Wonders and SWUN supplemental curriculum)	8,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies: other supplemental materials - No Food, no Incentives	6,913.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support instruction. Smart TVs, standing desks, earphones,	3,000.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Nc-Equipment			voice amplifies, document cameras, laptops, replacement chargers, etc.	3,000.00
G1A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			HSL, RCA extra time to support student engagement	8,280.00

$197,357.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	92.43 %	89.4 %	2023-2024	90.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-Centered, real-world learning experiences - Site Defined

Roeding currently provides all students with real-world experiences through classroom activities. We have also provided in-person field trips to a variety of locations to demonstrate opportunities in the workforce and surrounding colleges. We fell short of our target by 3.03%.

In the Spring Climate and Culture Survey, we noticed a disconnect between the student group and staff when responding to the following questions:

1. **My school teaches lessons in ways that connect to my life.**

    Students: 85% Favorable

    Staff: 97% Favorable

    Families: 83% Favorable

2. **Students at this school are prepared for life with real-world experiences.**

    Students: 88% Favorable

    Staff: 83% Favorable

    Families: 78% Favorable

Our Climate and Culture Team has focused on actions that support creating a sense of belonging at Roeding by creating Collective Commitments that intentionally target this goal. We have a school-wide commitment utilizing our SEL-GVC Second Step to embed SEL skills throughout the instructional day. Furthermore, we have aligned with several outside vendors to bring real-world experiences to our students through hands-on learning opportunities.

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

Student-centered, real-world learning experience - Site Defined

Roeding increased the African American Academic Acceleration program by providing a Fall and Spring program where students were provided additional instruction around all facets of reading and real-world application of learning.

Other Factors:

- Limited staffing with outside vendors used in the past. (PARC & REC)
- Limited qualified staff to offer club experiences (lunch/after school)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Roeding has been able to consistently provide opportunities to expose students to real-world opportunities through our after-school program and throughout the school day. We have transferred a large portion of the budget to provide replacement technology for students and additional technology for teachers as well as monthly SOAR activities for all students. These hands-on activities provide students with opportunities to express their artistic skills. Roeding continues to implement Rocket News where students get the real-world experience of reporting upcoming events and site needs to their peers—we added a student council and continued the collaboration with Afterschool Program Vendors for hands-on learning activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes that will be made for the 2024-2025 school year to achieve this goal are:

- Increase professional development for teachers to incorporate real-world learning experiences in daily lessons that connect directly to our students' lives.
- Teachers will continue to develop efficacy in the areas of Cultural Proficiency by attending professional development around Cultural Proficiency practices, Multilingual experiences, and social action.
- Increase real-world learning experiences by connecting with local vendors who provide these activities.
- Student Council Representatives provide students with real-world learning opportunities connected through community service
- ASP Coordinator continues to provide students with real-world learning opportunities through the After School Program

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council feedback was provided on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies

SSC members also felt that building fellowship was essential to creating an environment where everyone felt seen and valued. SSC reviewed the final SPSA on March 20, 2024, for approval.

2 ELAC:

ELAC stakeholders provided feedback on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Increase funds for family engagement opportunities
- Additional student engagement after school
- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies
- More Fieldtrips

ELAC reviewed the final SPSA on March 20, 2024.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff feedback was provided on March 6, 2024, where we sought input on needs for the 2024-2025 SPSA.

ILT and CCT reviewed SPSA and needs assessment feedback on March 13 and March 14th, 2024.

Staff reviewed the current SPSA and provided input on needs for the 2024-2025 SPSA via a Forms Survey.

Feedback:

- Substitutes for SST, IEP, and PLC planning days
- Continuing partnership with Teaching Fellows
- Materials and Supplies to support instruction (including online platforms-Reflex Math and FRACs)

Staff members also felt that building fellowship was essential to our continued success around a positive Climate & Culture at Roeding where everyone feels seen and valued.

Action 1

Title: STUDENT ENGAGEMENT THROUGH REAL-LIFE EXPERIENCES

Action Details:

Roeding will foster a 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 the 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 Engagement portal in Atlas. 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	Owner(s):	Timeline:
After School Program The data which specifically monitors progress for this indicator will be: • The student enrollment and participation in after school engagement activities will be entered into Atlas • Goal-setting to increase and progress monitor the participation rates.	Principal VP ASP Coordinator Teachers HSL RCAs OA	Monthly
After School Extended Learning The data which specifically monitors progress for this indicator will be: • Student enrollment and participation in after-school learning experiences. • Increase efforts to recruit paraprofessionals interested in facilitating after-school clubs.	Principal VP Goal 2 Coordinator HSL RCAs TSA	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Additional Real-World Learning Experiences

The school will sponsor additional field trips and activities through fundraising efforts as needed.

The data which specifically monitors progress for this indicator will be student participation in:

- Sixth grade end-of-year trip
- Second grade trip to Cinderella
- California State University of Fresno National Girls and Women in sports day

Owner(s):
Principal
VP
OM
ILT
PLCs
HSL

Timeline:
Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

TST (Targeted Support Team) and COSST (Collaboration of Supports and Service Team):

- Work collaboratively with Admin in designing and implementing interventions, academic and social-emotional supports, data collection and progress monitoring.
- Team meets monthly to identify targeted supports based on individual student need.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.
- Progress monitor Students with Disabilities participation in extension activities.

Owner(s):
Admin
HSL
RCAs
CWAS
RSP Teacher
SLP
Psychologist

Timeline:
Monthly

Bimonthly for Tier 3 Students

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

Roeding will offer the following clubs in 2024-2025:

- Leadership Club
- Girl Power Club
- Young Men of Character
- Science Club
- Art Club
- Video Club
- Origami Club
- Chess Club
- Card Club
- Folkloric and Hip Hop Dance Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Saturday Academy
- African American Academic Acceleration (A4 Springboard Reading)

After-school sports teams include:

- Football
- Volleyball (girls)

- Soccer (boys and girls)
- Basketball (boys and girls)
- Wrestling
- Softball (boys and girls)
- Track & Field
- Cross County

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

- TK-Chaffee Zoo
- Kinder-Story Land, Fresno County Library
- 1st-Chaffee Zoo
- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium & Mariposa Mining Museum
- 5th-San Jose Science Museum, Scout Island
- 6th-Calvin Crest Camp

Materials and supplies for clubs, family events, and assemblies.

- Fun Works- Krazy Karen
- Evo Barn Dance
- Folkloric and Hip Hop Dance Club
- Video Gaming Truck, etc.
- Week of Code
- Meaningful Work
- Coder Girlz
- Minecraft Club
- Junior Achievement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English learners are performing in the lowest levels in the area of ELA Performance.

Students with Disabilities are performing at the lowest levels in the areas of ELA Performance and Math Performance.

The African American student group is performing at the lowest level in the area of the Suspension Rate.

The White student group is performing at the lowest level in the area of the Suspension Rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Students with Disabilities, African American, and White student groups by providing support for the teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

3. As a site: What are planned actions to support this student group?

- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

English learners are performing in the lowest levels in the area of ELA Performance.

Students with Disabilities are performing at the lowest levels in the areas of ELA Performance and Math Performance.

The African American student group is performing at the lowest level in the area of the Suspension Rate.

The White student group is performing at the lowest level in the area of the Suspension Rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Students with Disabilities, African American, and White student groups by providing support for the teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learners, Students with Disabilities, African American, and

- Parent engagement sponsored by Success Together, Parent University, and Family Engagement Hour.
- Celebration of cultural holidays, Dia de Muertos, Dia De Las Madres, Dia Del Nino, Chinese New Year etc.
- Dual Language Parent and Student Annual District Conference
- Dual Language Teacher and Administration Annual Conference
- Continued ELPAC and Professional Learning Opportunities for Teachers
- Students participate in targeted RTI opportunities built into their daily schedule
- Students participate in targeted support for ELPAC testing
- Students participate in targeted reading support through Springboard Reading Program

White student groups by providing targeting support in the classrooms in reading, providing targeted support for teachers, increase student real-life learning opportunities through Fun Works, Folkloric dance, Evo Bluestein, targeted Social Emotional Learning support based in student need, supplementing classroom libraries specifically in English Learner Dual Immersion classrooms.

4. As a site: What are planned actions to support this student group?

- Monthly Family Engagement Hour in English and Spanish
- Provide additional parent meetings to inform of the sixth-grade camp experience as it relates to the extension of classroom learning.
- SDC classes are included in grade-appropriate field trips.
- Dual Language Parent and Student Annual District Conference
- Dual Language Teacher and Administration Annual Conference
- Continued ELPAC and Professional Learning Opportunities for Teachers
- Students participate in targeted RTI opportunities built into their daily schedule
- Students participate in targeted support for ELPAC testing
- Students participate in targeted reading support through Springboard Reading Program
- Teachers participate in ongoing Professional Learning Opportunities based on specific site needs
- Collective commitments site wide around SEL instruction embedded throughout the daily curriculum, focusing on the Teaching-Learning Cycle, and implementing our four grounding questions while planning.

Action 2

Title: EXPOSURE TO SCHOOL AND CAREER OPTIONS

Action Details:

Roeding will provide opportunities for students 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	Owner(s):	Timeline:

Extended Learning Experiences

The data which specifically monitors progress for this indicator will be: Student participation in the following student-centered and real-world learning experiences:

- Junior Achievement participation to build awareness and knowledge of community and career opportunities
- Physical art activities with Harlen Brownlee
- Bricks for Kids- explore a variety of building opportunities using Legos twice a year
- Student Council-students explore and engage in planning and implementing hands-on learning opportunities for their peers
- Roosevelt School of the Arts play for 4th-6th grades receives exposure to a play about the founding members of the United States
- Reedley College, Fresno City College, and Fresno State-sixth grade explore education options after high school

Owner(s): Teachers, Admin, AC, TSA, OM

Timeline: Annual

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Read Across America

Kinder through 6rd-grade participation in real-world learning experiences led by community service members (FUSD board member, assembly from published author: Tye Allen Jackson) through literacy awareness.

The data which specifically monitors progress for this indicator will be:

- Student participation
- Teacher feedback

Owner(s): Librarian, Teachers, Admin, HSL, Community Service Members

Timeline: Annual

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Student participation in Roeding Weekly Newscast: AKA "Rocket News"

The data which specifically monitors progress for this indicator will be:

- Student participation
- Student and staff feedback

Owner(s): RCAs, HSL, Support Staff, Admin, Students

Timeline: Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Student enrollment and participation in hands-on science lessons through Fresno County vendors during our after-school program.

The data which specifically monitors progress for this indicator will be:

- Student participation
- Student and teacher feedback

Owner(s): Afterschool Program Coordinator, Admin, OM, Teachers

Timeline: Monthly

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

Multi-tiered Support System (MTSS):

- Maintain a common understanding of the 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) with the implementation of Tier 2 and 3 interventions, as needed.
- RCA and IS to support students.

Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lessons (Science Mobile), guest speakers, mobile dairy classroom, 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, Read Across America

Grade 2 - Junior Achievement, Harlan Brownlee, Read Across America, Bricks 4 Kidz

Grade 3 - Bricks 4 Kidz, Harlan Brownlee, Read Across America

Grade 4 - Student Council, Harlan Brownlee, Read Across America

Grade 5 - Roosevelt School of the Arts play, Cooper Academy, Student Council, Read Across America

Grade 6 - Fresno City College, Ft. Miller, Computech, Cooper Academy, Student Council, Read Across America

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English learners are performing in the lowest levels in the area of ELA Performance.

Students with Disabilities are performing at the lowest levels in the areas of ELA Performance and Math Performance.

The African American student group is performing at the lowest level in the area of the Suspension Rate.

The White student group is performing at the lowest level in the area of the Suspension Rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Students with Disabilities, African American, and White student groups by providing support for the teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

3. As a site: What are planned actions to support this student group?

Communication items may be offered in the home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SART/SARB
- Family Engagement Hour
- Parent Square ongoing communication in English and Spanish

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

English learners are performing in the lowest levels in the area of ELA Performance.

Students with Disabilities are performing at the lowest levels in the areas of ELA Performance and Math Performance.

The African American student group is performing at the lowest level in the area of the Suspension Rate.

The White student group is performing at the lowest level in the area of the Suspension Rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Students with Disabilities, African American, and White student groups by providing support for the teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learners, Students with Disabilities, African American, and White student groups by providing targeting support in the classrooms in reading, providing targeted support for teachers, increase student real-life learning opportunities through Fun Works, Folkloric dance, Evo Bluestein, targeted Social Emotional Learning support based in student need, supplementing classroom libraries

- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference
- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.
- Parent engagement sponsored by Success Together, Parent University, and Family Engagement Hour.
- Celebration of cultural holidays, Dia de Muertos, Dia De Las Madres, Dia Del Nino, Chinese New Year etc.
- Dual Language Parent and Student Annual District Conference
- Dual Language Teacher and Administration Annual Conference
- Continued Professional Learning Opportunities for Teachers
- Students participate in targeted RTI opportunities built into their daily schedule
- Students participate in targeted support for ELPAC testing
- Students participate in targeted reading support through Springboard Reading Program

specifically in English Learner Dual Immersion classrooms.

4. As a site: What are planned actions to support this student group?

The following student groups, English Learners and Students with Disabilities, are not performing academically at the same rate as other groups. The student groups, African American and Whites, have a higher suspension rate than their peers.

- Professional Learning opportunities for site leaders and teachers focused on ATSI-identified student groups (African American, White, and Students with Disabilities).
- African American students will have the opportunity to participate in Springboard Reading Program.
- SPED teachers included in goal setting and data CCIs with the Principal, VP, HSL, and OA
- Teachers will have an opportunity to attend professional learning conferences.
- SDC classes are included in grade-appropriate field trips.
- Continued Professional Learning Opportunities for Teachers
- Students participate in targeted RTI opportunities built into their daily schedule
- Students participate in targeted support for ELPAC testing

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Evo Bluestein, Folkloric Dance, Hip-hop, etc.	10,000.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Certificated supplemental contracts for teacher outside of duty day to work with students - Coding Club, Tutoring, Etc.	6,132.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA to support student attendance and development of SEL skills through real world experiences. Justin Kearney	59,492.00

$75,624.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		27.7 %	2023-2024	27.1 %
Suspension Rate - Semester 1	✔	0.85 %	1.9 %	2023-2024	1.57 %
Suspension Rate - Semester 1 (African American)	✔		5.9 %	2023-2024	5.57 %
Suspension Rate - Semester 1 (White)	✔		0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Roeding **exceeded the 27.1% target by 0.6%** our current absenteeism rate is 27.7%, as a result of our comprehensive plan to reduce chronic absenteeism, which is as follows:

Tier I students (less than one absence a week):

  1. OA (Office Assistant) monitors attendance daily. OA calls absent students to confirm the reason for absence

  2. OA and HSL (Home School Liaison) regularly generates attendance reports to identify at-risk students for attendance

  3. OA and HSL will reach out to families whose attendance is decreasing
    - Calls home to determine the reason for absences
    - Home visits if families cannot be reached

  4. RCA, HSL, students/parents sign the Attendance Compact

Tier II students (continued absence of one or more days a week)

1. OA will send a Truancy Level 2 notice to the family

2. OA and HSL will meet with families to discuss attendance concerns and correct attendance mistakes

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

Chronic Absenteeism

Student absenteeism rate continues to be a focus at Roeding. Since the pandemic, our attendance has increased, however, there is still a need to improve chronic absenteeism for our African American students and White Students.

When looking at our two student groups our African American students are struggling the most with chronic absenteeism with a rate of 5.9% which is 5.05% higher than all students at Roeding.

All students with a chronic absenteeism rate of 27.7% which is 0.6% higher than our target for Roeding.

The target for chronic absenteeism is to decrease the overall rate by 10.0%. HSL and RCAs have conducted home visits for students identified as chronically absent.

Our HSL holds meetings with the parents of the students that are identified as chronically absent. The OA regularly generates daily attendance reports to identify at-risk students for attendance. The OA and HSL reach out to the families whose attendance is decreasing. The HSL, IS, students, and parents sign an Attendance Compact. *The target for chronic absenteeism is to decrease the rate by 10.0%.*

Chronic Absenteeism (African American Student Group)

The African American student group is experiencing a chronic absenteeism rate of 43.6% which is 21.9% lower than last year. HSL and RCAs have conducted home visits for students identified as chronically absent. The OA is making daily phone calls to clear absences with parents. The OA regularly generates attendance reports to identify at-risk students for attendance. The OA and HSL will reach out to the families

3. IS (Intervention Specialist), VP, and HSL will meet with the family to complete a SART Contract

Tier III Students (habitual truancy and/or chronic absence)

1.HSL will send a Truancy Level 3 notice to the family.

2.HSL, and VP will recommend students to DPI for SARB In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 4% for the overall student population.

Overall Chronic Absenteeism Rate

Although the California Dashboard shows all student groups placing in the orange range or higher the percentage difference from last year has increased 1.6%. Roeding continues to focus on chronic absenteeism for all students. Our HSL, OA, IS, and VP have monitored the attendance reports closely. The attendance team then follows the process listed below:

Tier I students (less than one absence a week):

1. OA (Office Assistant) monitors attendance daily. OA calls absent students to confirm the reason for absence

2. OA and HSL (Home School Liaison) regularly generates attendance reports to identify at-risk students for attendance

3. OA and HSL will reach out to families whose attendance is decreasing

- Calls home to determine the reason for absences
- Home visits if families cannot be reached

4. RCA, HSL, students/parents sign the Attendance Compact

Tier II students (continued absence of one or more days a week)

1. OA will send a Truancy Level 2 notice to the family

2. OA and HSL will meet with families to discuss attendance concerns and correct attendance mistakes

3. IS (Intervention Specialist), VP, and HSL will meet with the family to complete a SART Contract

Tier III Students (habitual truancy and/or chronic absence)

1.HSL will send a Truancy Level 3 notice to the family.

2.HSL, and VP will recommend students to DPI for SARB In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 4% for the overall student population.

whose attendance is decreasing. HSL, OA students, and parents sign an Attendance Compact. The target for chronic absenteeism is to decrease the rate by 10.0%.

Chronic Absenteeism (Students with Disabilities)

The Students with Disabilities student group is experiencing a chronic absenteeism rate of 27.87% which is 0.53% lower than all students at Roeding. HSL and RCAs have conducted home visits for students identified as chronically absent. Our HSL holds meetings with the parents of the students that are identified as chronically absent. The OA is making daily phone to clear absences with parents. The OA regularly generates attendance reports to identify at-risk students for attendance. The OA and HSL will reach out to the families whose attendance is decreasing. HSL, IS, VP, students, and parents sign an Attendance Compact. Students with Disabilities arrive on the First Student bus or by family car if they do not live within walking distance. This can create inconsistent transportation, as bus drivers are not able to pick up students in a timely manner. The target for chronic absenteeism is to decrease the rate by 10.0%. Roeding has a comprehensive plan to reduce chronic absenteeism, which is as follows:

Tier II Students (continued absence of one or more days a week)

1. OA will send a Truancy Level

2 HSL sends a notice to the family

3. HSL, IS, and VP will meet with families to discuss attendance concerns and correct   attendance mistakes.

4. HSL, IS, and VP will meet with the family to complete a SART Contract

Tier III Students (habitual truancy and/or chronic absence)

1.HSL will send a Truancy Level 3 notice to the family

2. HSL will recommend students to DPI for SARB In following these steps,

The target for the chronic absenteeism rate is to decrease the overall rate by 10.0%

Students with One or More Suspension

Student suspension rate continues to be a focus at Roeding. There is still a need to improve the suspension rate for our African American students. When looking at our student groups our African American students are struggling the most with a suspension rate of 5.9% which is 5.05% increase from all students at Roeding. The target for our suspension rate is 0.85% which is 5.05% lower than the suspension rate for our African American students. To offset the increased number of behaviors, Roeding has increased student-to-teacher connectedness as well as included the RCAs/Intervention Specialist in developing interventions to support these students to try to minimize the behaviors that lead to suspension. The CCT has developed specific goals to build a sense of belonging for all students. Teachers have implemented a collective commitment school-wide to provide a calming corner in each classroom. Success rate is 95% of classrooms have and use the strategy of a calming corner through Tier 1 strategies. Vice Principal will utilize the pre-suspension notice to work with a parent and student around the behavior. District Discipline Guidelines are implemented when considering appropriate consequences. TST is also being utilized to provide specific support by student by need. All African American students that are suspended are referred to the Academic Center for Suspended Students which is supported through the A4 program.

Students with One or More Suspensions (African American)

When looking at our student groups our African American students are struggling the most with a suspension rate of 5.9% which is 5.05% higher than all students at Roeding. The target for our suspension rate is 0.85% which is 4.75% lower that the suspension rate for our African American students. To offset the increased number of behaviors, Roeding has increased student-to-teacher connectedness as well as included the RCAs/Intervention Specialist in developing interventions to support these students to try to minimize the behaviors that lead to suspension. The CCT has developed specific goals to build a sense of belonging for all students. Teachers have implemented a collective commitment school-wide to implement a calming corner in each classroom. Success rate is 95% of classrooms have and use the strategy of a calming corner through Tier 1 strategies. VP utilizes the pre-suspension notice to work with a parent and student around the behavior. District Discipline Guidelines are implemented when considering appropriate consequences. TST is also being utilized to provide specific support to students by need. All African American students that are suspended are referred to the Academic Center for Suspended Students which is supported through the A4 program.

Students with One or More Suspensions (White Students)

The White student group are showing with a suspension rate of 0.0% which is 0.85% lower than all students at Roeding, however, the California Dashboard is showing the student group with a red rating at 9.1% suspension rate which has increased 6.8%. The disproportionality of suspension rates comes in when the number of students in the White group is compared to the number of students on campus. The target for our suspension rate is 0.85% which is 8.25% lower than that of the suspension rate for our White students. To offset the increased number of behaviors, Roeding has increased student-to teacher connectedness as well as included the RCAs/Intervention Specialist in developing interventions to support these students to try to minimize the behaviors that lead to suspension. The CCT has developed specific goals to build a sense of belonging for all students. Teachers have implemented a collective commitment school-wide to implement a calming corner in each classroom. Success rate is 95% of classrooms have and use the strategy of a calming corner through Tier 1 strategies. VP utilizes the pre-suspension notice to work with a parent and student around the behavior. District Discipline Guidelines are implemented when considering appropriate consequences. TST is also being utilized to provide specific supports by student by need.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Changes that will be made for the 2024-2025 school year to achieve this goal are:

- District will now fund the office assistant for a full 8 hours so the site will no longer need to fund the additional 2 hours.
- Additional hours were provided for HSL to hold attendance meetings and conduct home visits after the duty day.
- Additional hours were offered to part time paraprofessionals to support in classroom with vacancy of para positions.
- Additional hours were paid to Noon Time Assistants
- District will now fund Teaching fellows and place them in every classroom grades K-1 to support with District Literacy Program
- CT will decrease from a 5 day/week support plan to a 4 day/week to support Tier 3 reading RTI program
- One 3 hour RCA position will be eliminated leaving two 6 hour RCA positions

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- The district has allocated funding for HSL and OA to be present the full school day to support attendance and family engagement.
- One of our two six-hour RCAs is fluent in Spanish to support our Spanish speaking parents.
- We will no longer fund three RCAs with site funds. We have two six-hour but will eliminating one three-hour RCA.
- Teachers will participate in professional development on the Science of Reading through Project ARISE modules and partnership with TNTP as part of The FHS Regional Literacy Project.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers fall 3-5 teachers, spring 5-8 teachers, and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will continue to utilize the i-Ready online platform to individualize reading and math instruction, based on diagnostic results as well as focus students, however, the funding will come from FHS Literacy Project versus site funded.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). In summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop an awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
- PLC Teams will use Common Formative Assessments intentionally aligned to Phonics Skills for progress monitoring.
- PLC Team will use have 4 half-day sub-release days for data analysis and planning in support of foundational skills and claim 1 targets 1, 2, and 4.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard to provide enrichment opportunities.
- All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback, and strengthen the rigor of instruction.
- Continue to support Kinder through second grades to the SWUN math coaching and learning cycles around Math Fluency.
- The site will purchase a license to continue to use Reflex Math and FRAX math fluency platforms which were district-funded this school year.
- The site will utilize Teaching Fellows to support reading by first grade through a push-in model.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School Site Council feedback was provided on February 28, 2024, where we reviewed the current SPSA and sought input on needs for	ELAC stakeholders provided feedback on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the	Staff feedback was provided on March 6, 2024, where we sought input on needs for the 2024-2025 SPSA.

the 2024-2025 SPSA.

Feedback:

- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies

SSC members also felt that building fellowship was essential to creating an environment where everyone felt seen and valued. SSC reviewed the final SPSA on March 20, 2024, for approval.

2024-2025 SPSA.

Feedback:

- Increase funds for family engagement opportunities
- Additional student engagement after school
- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies
- More Fieldtrips

ELAC reviewed the final SPSA on March 20, 2024.

ILT and CCT reviewed SPSA and needs assessment feedback on March 13 and March 14th, 2024.

Staff reviewed the current SPSA and provided input on needs for the 2024-2025 SPSA via a Forms Survey.

Feedback:

- Substitutes for SST, IEP, and PLC planning days
- Continuing partnership with Teaching Fellows
- Materials and Supplies to support instruction (including online platforms-Reflex Math and FRACs)

Staff members also felt that building fellowship was essential to our continued success around a positive Climate & Culture at Roeding where everyone feels seen and valued.

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 the 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

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

- Multi-tiered approach to support attendance, Social Emotional Learning and Academic interventions utilizing the follow progress monitoring data.
  - Daily Attendance Rate
  - DESSA
  - BPST
  - Fluency
  - iReady Benchmark

Owner(s):

Admin

Academic Coach

TSA

RCAs

IS

RSP Teacher

HSL

SLP

Psychologist

Timeline:

Quarterly

Bimonthly for Tier 2-3 students

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

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

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

MAINTAINING ACCURATE ATTENDANCE RECORDS:

OA will use the following reports daily on the Atlas portal:

1. Teachers Not Taking Attendance-used to confirm all students have been accounted for by the teacher
2. Attendance Verification Log-used to denote which parents have been contacted due to student absences

OA will use the following reports weekly on the Atlas portal:

1. Attendance Rates (ADA)-using 90% as the baseline metric for attendance rate
2. Attendance Chronic Absence Elementary-used to identify individual student attendance rates to monitor for chronic absences moving into Tiers 2 & 3

OA will use the following reports monthly on the Atlas portal:

1. Attendance Chronic Absence Elementary-used to identify individual student attendance rates
2. Attendance for Single Student-used to identify which students are moving into Tier 2 & 3 truancy status. From this point, HSL, OA works with RCA, IS, and VP to determine one of the following three options:
    - Student Compact
    - SART Contract
    - Referral to DPI for SARB

CHRONIC ABSENTEEISM AND TRUANCY:

For Tier 2 and 3 students, OA will progress monitor the following evidence to support Truancy status:

1. Student Attendance Summary
2. Students with Chronic Absences-Truancy
3. Truancy Student Summary (historical reference)

HSL will follow SARB protocol through Department of Prevention and Intervention (DPI)

ADDITIONAL SERVICE TO STUDENTS:

- Collective School-Wide Commitment to using the GVC Second Step for explicit Social Emotional Learning instruction to support positive behavior outcomes.
- Collective commitment to daily lessons that build a sense of belonging and create stability.
- Classroom Meetings and school-wide assemblies to promote the importance of daily attendance
- Incentives for students (SOAR)
- Semester Award for Perfect Attendance and Awesome Attendance
- Certificates, Pencils, and trophies at the end of the year for Perfect Attendance
- Office Assistant daily contact for non-cleared absences
- Attendance Compact and SART meetings with parents, HSL, IS, and VP
- Automated daily School Message for absence notification
- Teacher to 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 capacity
- Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices and School Wide Commitments
- Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Continue to focus on consistent implementation of District-wide discipline guidelines.
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction, and assessment)
- RCA and Home School Liaison will provide home visits to support improving student attendance

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. **Identify Student Group (list only one at a time) in Red and all the areas they are identified in.** *English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

English Language Learners

According to the California Dashboard, Roeding English Language Learners are in the red, very low-performance level with 98 points distance from standards met on SBAC. This is a decline of 34 points from the 2023 SBAC and includes 61 students. English Language Learners are making progress toward English language proficiency with 42.1 % progress in the orange, low-performance group. Roeding maintained a 1.6 % rate of progress toward proficiency with 107 students in this group.

2. **Using Title I funds Only: What are the planned expenses to support this student group?** *With Title I funds we plan to support (Specific student group) by...*

Roeding will utilize Title 1 funds to contract a CT that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows (in grades K and 1), and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA), Academic Coach, Certificated Tutor, Teaching Fellows (in grades K and 1) , and RSP teacher
- 8 (3.5 hours) Teaching Fellows will support grades K and 1 classrooms with a tutor assigned to each class
- Classroom technology to support student learning will be provided to each classroom
- Classrooms will be provided with supporting materials through the GVC (Guaranteed Viable Curriculum)

3. **As a site: What are planned actions to support this student group?** *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded st1aff at your school sites or other district supports that you do not fund out of the SPSA.*

Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low-performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2023 SBAC and includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, a very low-performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2023 SBAC and includes 51 students.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learners, Economically Disadvantaged, and Students with Disabilities by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will analyze 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 iReady results goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate SBAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- Professional Learning will be provided by AC alongside District Coach support.
- Deconstruction of focus SBAC Standards
- Analyze data for common assignments to monitor and make instructional decisions.

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided by AC alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support English learners, Economically Disadvantaged, and Students with Disabilities by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric:

- Materials and Supplies to support student engagement
- Certificated subs to support data chats, planning days, ILT/CCT walks, etc.
- Staff Fellowship to support classroom/student connectedness
- Classroom technology to support instruction
- Professional Development to support the ongoing capacity building of each teacher
- Fun Works to support SOAR celebrations
- HSL and RCA's to support student engagement
- CT to support Tier 3 reading
- Classified tutoring support of all student learning and opportunities for real-world experiences

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

- Professional Learning for site leaders and teachers focused on ATSI identified student group African American, White and Students with Disabilities.
- SPED teachers included in goal setting and data CCIs with principal VP, AC and HSL for attendance.
- RSP caseload students identified with chronic absenteeism will collaborate on the following:
  - identify root cause of absences.
  - set individual attendance goals to improve attendance.
- SDC classes are included in grade appropriate field trips.

Action 2

Title: POSITIVE BEHAVIOR SUPPORT

Action Details:

Roeding will implement agreed-upon levels of misbehavior and response strategies, and consistently use a character building program. Roeding will 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:	☐ 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	Owner(s):	Timeline:
Climate and Culture Team (CCT) 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.	Climate and Culture Team Teachers RCAs IS Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
TST (Targeted Supports Team) and 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. • Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.	Principal VP RCAs CWAS/IS RSP Teacher SLP Psychologist	Quarterly Bimonthly for Tier 3 students

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 RCAs funded (0.75 each) to work with students needing Tier 2-3 supports
- Students will receive instruction around positive classroom behavior expectations (CHAMPs/MAC)
- 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 though increasing effective Tier 1 behavior intervention strategies and best first practices
- Disaggregate misbehavior/suspension data to identify how subgroups (SPED, 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 participate in daily Morning Meetings
- Students will receive instruction using the district SEL curriculum Second Step
- Students will participate in Meaningful Work as needed
- Recognition, incentives and rewards for students who demonstrate good behavior (SOAR, Rocket Launch Pad, Rocket Fuel Tickets)
- 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 aligned to common assurances around our foundational collective commitments. (SOAR posters)
  - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT) to include progress monitoring of collective commitments.
  - Utilize CCT rubric to identify strengths and opportunities for growth. Create a smart goal and action plan for 24-25 prior to the start of the school year.
  - Continue to focus on consistent implementation of District-wide discipline guidelines
  - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

English Learners

According to the California Dashboard, **English Learners** have a suspension rate of 1.2%. This puts them in the yellow category. Roeding is continuing to focus on supporting this student group in the following ways:

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
- Family Engagement Hour
- Monthly newsletter
- Parent Square
- Dual Language Parent and Student Annual District Conference
- TST support (including SST when appropriate/requested)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

African American Student Group

According to the California Dashboard, 11.9% of the African American student group were suspended at least one day, increasing by 7.3% from the previous year. This student group remains a focus at Roeding.

White Student Group

According to the California Dashboard, 9.1% of this student group were suspended at least one day, increasing by 6.8% from the previous year. This student group remains a focus at Roeding.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American Student Group and White Student Group by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- RCA to support the SEL of Tier 2 and 3 students
- Ca. Teaching fellows to support Tier 3 Reading Intervention
- Classroom technology to support student learning
- Workbooks to support classroom instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support English learners, African Americans, and White student groups by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric:

- Materials and Supplies to support student engagement
- Certificated subs to support data chats, planning days, ILT/CCT walks, etc.
- Staff Fellowship to support classroom/student connectedness
- Classroom technology to support instruction
- Professional Development to support the ongoing capacity building of each teacher
- Fun Works to support SOAR celebrations
- HSL and RCA's to support student engagement
- CT to support Tier 3 reading Intervention
- Classified tutoring support of all student learning and opportunities for real-world experiences

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

African American Students

Roeding continues to focus on this group by supporting them in the following ways:

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups.
- Teachers include student group in goal setting and data CCIs with the principal VP, Academic Coach for attendance and suspension rate.
- Teachers choose focus students identified with chronic absenteeism will collaborate on the following:
  - identify root cause of absences
  - set individual attendance goals to improve attendance
  - celebrate student reaching their set goal
- Teachers will implement the Second Step Social Emotional Curriculum provided by the District
- District funded Springboard Reading Intervention provided after school
- Students are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE

White Students are not performing academically at the same rate as their peers. Roeding continues to focus on this group by supporting them in the following ways:

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups.
- Teachers include student group in goal-setting and data CCIs with the principal VP, Academic Coach for attendance.
- Teachers choose focus students identified with chronic absenteeism will collaborate on the following:
  - identify root cause of absences
  - set individual attendance goals to improve attendance
  - celebrate student reaching their set goal
- Teachers will implement the Second Step Social Emotional Curriculum provided by the District
- Students are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE

Action 3

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 the 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 on Atlas. 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	Owner(s):	Timeline:
The data which specifically monitors progress for this indicator will be: • Student engagement activities will be entered into Atlas. • 22.09% of students have engaged in at least one activity during the 23-24 school year	VP ASP Coordinator TSA Teachers RCAs OA	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

The data which specifically monitors progress for this indicator will be:
 	
The Climate and Culture Team (CCT) will monitor student participation in school-sponsored activities:
   ○ Donuts with Dad
   ○ Muffins with Mom
   ○ Grandparents Day
   ○ Back to School Night
   ○ Open House
   ○ Barn Dance
	Admin
	
	HSL
	
	OA
	
	OM
	
	TSA
	
	RCAs
	
	CCT
		Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Increase efforts to recruit paraprofessionals interested in facilitating after school clubs. The data which specifically monitors progress for this indicator will be: • Student participation in clubs • Supplemental contracts utilized VP continues to recruit and support NTA's as coaches for District sponsored Athletics	HSL Admin RCAs TSA	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
The school will sponsor additional field trips and activities through fund-raising efforts as needed. (6th grade movies, 2nd grade plays, CSUF National Girls and Women in sports day, etc.) The data which specifically monitors progress for this indicator will be: • Number of additional fieldtrips • Number of students participating entered in ATLAS	VP OM TSA ILT Principal	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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 as a PLC.	Admin	Monthly

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 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):
Admin
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 and Hip Hop Dance Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Student Council
- A4 Springboard Reading

After-school sports teams, including:

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

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-Chaffee Zoo
- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium, Mineral Museum Mariposa
- 5th-San Jose Science Museum, Scout Island

- 6th-Calvin Crest, Fresno City College

Materials and supplies for clubs, family events and assemblies. (Fun Works, Evo, Video Gaming Truck, etc.)

Supplemental contracts for staff.

Targeted Supports Team (TST) and Collaboration of Supports and Service Team (COSST):
- 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
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners

According to the California Dashboard, *English Learners* have a suspension rate of 1.2%. This puts them in the yellow category. Roeding is continuing to focus on supporting this student group in the following ways:

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
- Family Engagement Hour
- Monthly newsletter
- Parent Square
- Dual Language Parent and Student Annual District Conference
- TST support (including SST when appropriate/requested)

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner Student Group by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.
- RCA to support the SEL of Tier 2 and 3 students
- Ca. Teaching fellows to support Tier 3 Reading Intervention
- Classroom technology to support student learning
- Workbooks to support classroom instruction

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090/7091 funds we plan to support English learners student group by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric:
- Materials and Supplies to support student engagement

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

African American Student Group

According to the California Dashboard, 11.9% of the African American student group were suspended at least one day, increasing by 7.3% from the previous year. This student group remains a focus at Roeding.

White Student Group

According to the California Dashboard, 9.1% of this student group were suspended at least one day, increasing by 6.8% from the previous year. This student group remains a focus at Roeding.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American Student Group and White Student Group by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.
- RCA to support the SEL of Tier 2 and 3 students
- Ca. Teaching fellows to support Tier 3 Reading Intervention
- Classroom technology to support student learning
- Workbooks to support classroom instruction.

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3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support African American, and White students by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric:
- Materials and Supplies to support student engagement

- Certificated subs to support data chats, planning days, ILT/CCT walks, etc.
- Staff Fellowship to support classroom/student connectedness
- Classroom technology to support instruction
- Professional Development to support the ongoing capacity building of each teacher
- Fun Works to support SOAR celebrations
- HSL and RCA's to support student engagement
- CT to support Tier 3 reading Intervention
- Classified tutoring support of all student learning and opportunities for real-world experiences

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4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Roeding continues to focus on this group by supporting them in the following ways:
    - Professional Learning for site leaders and teachers focused on ATSI-identified student groups.
    - Teachers include student group in goal setting and data CCIs with the principal VP, Academic Coach for attendance and suspension rate.
    - Teachers choose focus students identified with chronic absenteeism will collaborate on the following:
        - identify root cause of absences
        - set individual attendance goals to improve attendance
        - celebrate student reaching their set goal
    - Teachers will implement the Second Step Social Emotional Curriculum provided by the District
    - District funded Springboard Reading Intervention provided after school
    - Students are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Roeding continues to focus on this group by supporting them in the following ways:
    - Professional Learning for site leaders and teachers focused on ATSI-identified student groups.
    - Teachers include student group in goal setting and data CCIs with the principal VP, Academic Coach for attendance and suspension rate.
    - Teachers choose focus students identified with chronic absenteeism will collaborate on the following:
        - identify root cause of absences
        - set individual attendance goals to improve attendance
        - celebrate student reaching their set goal
    - Teachers will implement the Second Step Social Emotional Curriculum provided by the District
    - District funded Springboard Reading Intervention provided after school
    - Students are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE
    - OA monitors attendance and makes calls daily
    - HSL generates attendance reports weekly to monitor students that are Tier 2 & 3
    - TST supports
    - SOAR celebrations for student successes

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA to support students' improved attendance. SEL skill development and experiences through real-world application.	57,422.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support student engagement (Office Depot, Vallarta, etc.)	50,961.00
G3A3	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental contracts for tutoring in support of students	10,504.00

$118,887.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	96.33 %	95.8 %	2023-2024	96.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Organizational Environment:

Roeding had a 95.8% favorable response in the Organizational Environment Domain on the Fall and Spring Climate &Culture Survey, which is .53% lower than FUSD and 1.1% lower than the 2023 Spring survey.

Current Staff Goal: Roeding made a collective effort to ensure that all staff felt valued and empowered to achieve their greatest potential. In the question, "I feel valued at this school." The response rate was favorable at 98%, an increase of 1% from the Fall survey. Current implementations include: Climate and Culture Team identified measurable areas of focus using the Tier I Climate and Culture Implementation Rubric Work in partnership with Fresno Unified's Teacher Residency Program to actively seek out a more diverse representation of teacher candidates, Maintain a fair representation of culturally diverse staff to reflect the cultural diversity of the school, Staff Survey-Overall Positive in Sense of Belonging Domain: Creating a sense of belonging has been an ongoing focus at Roeding. The Instructional Leadership Team, Climate & Culture Team, Admin, and Staff have worked collectively to further improve the sense of belonging, value, and collective ownership of our team members.

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

The possibility of a looming teacher work stoppage did bring some tension and uncertainty among staff in the fall semester.

Roeding was able to onboard a more diverse group of teachers and support staff that include a bilingual Home School Liaison, two RCAs, one male and one bilingual. We have also been able to onboard a diverse staff in our afterschool program. These key factors support our goal of creating a sense of belonging so students, make connections with adults who they can relate to.

Roeding increased opportunities for staff to participate in fellowship building.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between the intended and actual implementation of actions and budget expenditures to this goal were:

- During the opening of the school year, ILT and CCT teams introduced the 2023-2024 goals and collective commitments, asked for feedback from all staff and then identified actions that aligned with our goals.
- Staff had the opportunity to provide direct feedback after professional development.
- The professional development around Cultural Proficiency was limited.
- There was a need to shift our professional development into understanding how trauma impacts students in the school

- Multiple opportunities to celebrate staff through fellowship included a focus on all staff as well as ILT/CCT.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes that will be made for the 2024-2025 school year to achieve this goal are:

- Increased staff involvement in team building activities that create a safe and inclusive climate which promotes:
  - positive and collaborative relationships
  - values diversity
  - builds a sense of trust through open communication and transparency
- Increase opportunities for credentialed staff voice through ILT/CCT on school-wide collective commitments that align with district and site vision, mission and goals
- Teachers will continue to develop efficacy in the areas of Cultural Proficiency through professional development around culturally proficient practices, multilingual experiences and social action
- Increasing recruitment and retention of our staff to reflect the diversity of our Roeding Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity and our values.
- Increase funds for staff to provide engagement opportunities for students after the regular school day.
- he district has allocated funding for HSL and OA to be present the full school day to support attendance and family engagement.
- One of our two six-hour RCAs is fluent in Spanish to support our Spanish speaking parents.
- We will no longer fund three RCAs with site funds. We have two six-hour but will eliminating one three-hour RCA.
- Teachers will participate in professional development on the Science of Reading through Project ARISE modules and partnership with TNTP as part of The FHS Regional Literacy Project.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers fall 3-5 teachers, spring 5-8 teachers, and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will continue to utilize the i-Ready online platform to individualize reading and math instruction, based on diagnostic results as well as focus students, however, the funding will come from FHS Literacy Project versus site funded.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). In summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop an awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
- PLC Teams will use Common Formative Assessments intentionally aligned to Phonics Skills for progress monitoring.
- PLC Team will use have 4 half-day sub-release days for data analysis and planning in support of foundational skills and claim 1 targets 1, 2, and 4.
- PLC Teams will engage in a root cause analysis of students not/nearly meeting standards to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard to provide enrichment opportunities.
- All teachers will utilize the Instructional Practice Guide Tenet 2C (foundational skills) and 3 (student ownership) to plan effective instruction, reflect on feedback, and strengthen the rigor of instruction.
- Continue to support Kinder through second grades to the SWUN math coaching and learning cycles around Math Fluency.
- The site will purchase a license to continue to use Reflex Math and FRAX math fluency platforms which were district-funded this school year.
- The site will utilize Teaching Fellows to support reading by first grade through a push-in model.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |

School Site Council feedback was provided on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies

SSC members also felt that building fellowship was essential to creating an environment where everyone felt seen and valued. SSC reviewed the final SPSA on March 20, 2024, for approval.

ELAC stakeholders provided feedback on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Increase funds for family engagement opportunities
- Additional student engagement after school
- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies
- More Fieldtrips

ELAC reviewed the final SPSA on March 20, 2024.

Staff feedback was provided on March 6, 2024, where we sought input on needs for the 2024-2025 SPSA.

ILT and CCT reviewed SPSA and needs assessment feedback on March 13 and March 14th, 2024.

Staff reviewed the current SPSA and provided input on needs for the 2024-2025 SPSA via a Forms Survey.

Feedback:

- Substitutes for SST, IEP, and PLC planning days
- Continuing partnership with Teaching Fellows
- Materials and Supplies to support instruction (including online platforms-Reflex Math and FRACs)

Staff members also felt that building fellowship was essential to our continued success around a positive Climate & Culture at Roeding where everyone feels seen and valued.

Action 1

Title: STAFF ENGAGEMENT

Action Details:

Roeding will create a safe, loving and supportive environment that promotes inclusiveness in building relationships, honoring diversity and collaboration with all stakeholders.

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

The data which specifically monitors progress for this indicator will be:

- Fresno Unified School District Staff Survey

Owner(s):

Principal

VP

CCT

CCS

Staff

Timeline:

Fall 2024

Spring 2025

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
The data which specifically monitors progress for this indicator will be:	CCT	Fall 2024
• Site Level Survey-Feedback	ILT	Spring 2025
	Admin	
	CCS	

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Every staff member will participate in Cultural Proficiency Learning.	VP	Three times per year
The data which specifically monitors progress for this indicator will be:	CCT	
• Staff sign in sheet	Academic Coach	
• Forms Survey	TSA	

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

- ILT and CCT ongoing collaboration and collective site commitments identified to target needs and supports
- ILT and CCT collaboration on increasing a sense of belonging
- Establishing a liaison for each staff group: certificated, classified, support staff
- Rocket Trophy where teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted in the parent center, and they will receive a trophy to display in their classroom/workspace. The following month they will choose the next person.
- Incentives for every staff member, including t-shirts, sweatshirts, Roeding "merch," materials and supplies
- "Check-ins" with staff members
- Monthly Fellowship which includes meals/potlucks
- Staff potlucks in August, June
- Purchase Roeding Merch for staff members (pens, lanyards, stylus, facemasks, water bottles, lunch boxes, blankets, coffee cups, etc.)
- Staff appreciation meals and activities
  - Food/Snack cart
  - Jitters/Dutch Bros. coffee vendors
  - Team-building activities
  - Staff Appreciation Week Food/materials
- Training in Second Step will continue, and new teachers will be onboarded
- Teacher Spotlight to onboard new teachers
- Sunshine Club
  - recognizes birthdays, new babies, deaths in the family and retirements
  - organizes activities such as potlucks, paint night, game night, etc.
- Increased staff involvement in team-building activities
- Increase opportunities for staff voice through ILT/CCT
- Increase opportunities for classified staff voice
- Increase learning in Cultural Proficiency Module
- Increase opportunities for staff to share talents with students through supplemental contracts and clubs after school

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Professional development will be provided on how to utilize specific English Language Development strategies guided in the Wonders ELD section.
  - Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students and parents.
- TSA and support staff will conduct ELPAC camp with EL students prior to ELPAC administration.
- Progress monitoring by Admin, Teacher, TSA, AC and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with the support of the District EL Coach:
  - Deconstruction of EL Standards
  - Specific EL Strategies
  - Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.
- Dual Language teachers will participate in district DLI PLCs and Professional Development.

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low-performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC and includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, a very low-performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 51 students.

- Roeding Instructional Leadership Team will meet monthly to ensure school-wide goals and actions are driving PLC work through the lens of student work and data analysis.
- The Climate and Culture Team and Lead Teachers will be guardians of the Roeding mission and vision to develop the assessment protocol and calendar alignment for the following:
  - using i-Ready and culminating assessments (SBAC, ELPAC, etc.) to inform instructional moves
  - analyze data from assessments (CFUs, CFAs, CSAs, IABs, SBAC, etc.) to determine students' needs
  - develop a specific plan for targeted academic support
  - develop professional learning opportunities to collaborate on best teaching practices
- One member of ILT will also be in the CCT to enhance a common understanding of the MTSS framework.
- Professional Development through a collaboration with ILT/CCT and DPI on embedding Social Emotional Skills throughout the academic learning experience.
- 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 around SEL strategies and skills
- Monitor student achievement progress of identified subgroups 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 teachers. Subs will be provided as needed.
- Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with Regional PAC to optimize embedded and differentiated learning with each PLC.
- 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 1 instruction including a focus on essential components.
- PLC will continue professional learning through collaboration by utilizing the book *Learning by Doing* and using the Four Grounding Questions with fidelity to address and meet students' needs.
- PLC will use protocols to examine student work samples and data to target the instructional needs by the 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:
  - Available technology devices
  - Tools for learning within the classroom and online
  - Various assessment platforms
- Continue site professional learning opportunities to explore and discover best practices for use of various

technologies in the classroom
- Smart classroom technologies
- Microsoft online programming options
- Purchased reading programs (Scholastic, Time for Kids, etc.)
- i-Ready/Clever online platform
- CAASSP online platform
- Attending conferences will support:
  - Building collective efficacy in the area of complex text, tasks, and talk and in the continued focus on building effective Professional Learning Communities.
  - Building collective efficacy in the area of responding to intervention (Daily Dive)
- Dual Language teachers will attend ATDLE Two-way and Dual Language Education Conference conference in 2024-2025 school year.
- Supervisor conducts monthly coaching support and monitoring of SPSA Goals, Actions and Outcomes.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Appreciation: (POs for T-shirts, food vendors, i.e. (Vallarta, Hewitts, Dutch Bros, Chocolate Wishes, Me & Ed's etc.)	15,000.00

$15,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	88.33 %	89.1 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Engagement:

Roeding had an 89% favorable response in the Family Engagement Domain on the Fall 2023 survey, which is 4% higher than Fall 2022 and equal to FUSD Fall 2023. The growth between Fall and Spring for Roeding was 7% higher in the Spring Climate & Culture Survey compared to Fall 2022.

Current Goal:

Roeding made a collective effort to ensure that all students and staff felt valued and empowered to achieve their greatest potential through having a sense of belonging. In the question, "I feel like I belong at my school." The response rate was favorable at 89%, an increase of 3 from the Spring survey. There is a need to revisit this goal to include how we will intentionally build family engagement and a sense of belonging.

Current implementations include:

- The Climate and Culture Team identified measurable areas of focus using the Tier I Climate and Culture Implementation Rubric
- Monthly Family Engagement Hour in English and Spanish led by our HSL.
- Continue partnership with Springboard, Success Partnership, and our Dual Language Sites to host and build family engagement opportunities.
- Maintain a fair representation of culturally diverse staff to reflect the cultural diversity of the school

Family Engagement:

Parents responded 85% favorably to the question "I feel like I am part of my child's school which is an increase of 9% from the Spring 2023 survey.

When compared to students who responded 80% to the question, "My family feels like they are part of the school." This is an increase of 9% from the Fall 2022 survey and a 4% increase from Spring 2023. Students' response shows there is still a need to target this specific goal around family engagement due to the continued disconnect between student and parent responses.

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

Roeding has hosted monthly Family Engagement Hours in both English and Spanish, there are a consistent 15-20 parents who attend the Spanish sessions however, there is a need to increase parent participation in the English sessions.

This year Roeding brought back our Muffins with Mom and Donuts with Dad events. These events were a huge success with increased participation and positive feedback from parents, students, and staff. We added Pastries with Grandparents which has a huge participation rate.

Roeding is promoting family and staff participating in multiple areas including Winter and Spring music concerts, Dia de Los Muerto's parade, Dia De Las Madres event, Barn Dance, and Folklorico performances.

Staff supports the current parent opportunities for engagement

Parents responded 92% favorably to the question," My child's school encourages family participation" which is a 3% increase from the Fall of 2022 survey.

Students responded 91% favorably to the question, "My school encourages family participation." Students' and parents' responses to this question were more aligned. Creating a sense of belonging has been an ongoing focus at Roeding. The Instructional Leadership Team, Climate &Culture Team, Admin, and Staff have worked collectively to further improve the sense of belonging, value, and collective ownership of our team members. We will continue to increase opportunities for family engagement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During the 2023-2024 school year, Roeding has added several additional opportunities for parents to participate in school events including:

- Partnership with Council Member Padilla to provide community outreach- Tamale Drive
- Fall and Spring Music Program that included choir, band, and Florklorico dance performers.
- Success Partnership with Parent University- Family Hour sessions 4 times in October, this includes a meal, translation, and babysitting.
- Pastries with grandparents were added this year and will continue for 24-25.
- Evo Barn Dance was moved to the fall-Families will be invited to participate in this interactive barn dance, which was held on the blacktop to allow for a larger participation area.
- Día de Las Madres-Prek-5th grade DLI students will perform for their families on May 10th for Mexican Mothers Day.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes that will be made for the 2024-2025 school year:

- Increase partnership with All 4 Youth to provide counseling services at the site by adding a third day.
- Increased parent involvement in team building activities that create a safe and inclusive climate that promotes:
  - positive and collaborative relationships
  - values diversity
  - builds a sense of trust through open communication and transparency
- Increase opportunities for parents' voices by providing additional opportunities for family engagement that align with school-wide collective commitments, district and site vision, mission, and goals
- Staff will participate in professional learning to develop efficacy in the areas of Cultural proficiency through professional development around culturally proficient practices, multilingual experiences, and social action.
- Increase funds for staff to provide engagement opportunities for families and students after the regular school day.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

School Site Council feedback was provided on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies

SSC members also felt that building fellowship was essential to creating an environment where everyone felt seen and valued. SSC reviewed the final SPSA on March 20, 2024, for approval.

ELAC stakeholders provided feedback on February 28, 2024, where we reviewed the current SPSA and sought input on needs for the 2024-2025 SPSA.

Feedback:

- Increase funds for family engagement opportunities
- Additional student engagement after school
- Continue with a school-wide RTI reading focus
  - Certificated Tutor
  - Teaching Fellows
- Materials and supplies
- More Fieldtrips

ELAC reviewed the final SPSA on March 20, 2024.

Staff feedback was provided on March 6, 2024, where we sought input on needs for the 2024-2025 SPSA.

ILT and CCT reviewed SPSA and needs assessment feedback on March 13 and March 14th, 2024.

Staff reviewed the current SPSA and provided input on needs for the 2024-2025 SPSA via a Forms Survey.

Feedback:

- Substitutes for SST, IEP, and PLC planning days
- Continuing partnership with Teaching Fellows
- Materials and Supplies to support instruction (including online platforms-Reflex Math and FRACs)

Staff members also felt that building fellowship was essential to our continued success around a positive Climate & Culture at Roeding where everyone feels seen and valued.

Action 1

Title: PARENT ENGAGEMENT

Action Details:

Roeding will create a safe, loving and supportive environment that promotes inclusiveness in building relationships, celebrating diversity and collaboration with all stakeholders.

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

The data which specifically monitors progress for this indicator will be:

- Fresno Unified Parent Survey

Owner(s):

Principal

VP

CCT

Teachers

Timeline:

Fall 2023

Spring 2024

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

Parent Engagement Hour:

Social and educational learning opportunities which allows parents to build fellowship and a sense of connectedness to their child's school.

The data which specifically monitors progress for this indicator will be:

- Parent participation and attendance

Owner(s):

Home School Liaison

Principal

VP

TSA

Parent University

Timeline:

Monthly

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

Success Together & Parent University will provide educational learning opportunities using modules developed according to parents' needs.

The data which specifically monitors progress for this indicator will be:

- Parent attendance
- Student participation

Owner(s):

Home School Liaison

Principal

VP

Parent University

TSA

Academic Coach

Timeline:

Throughout Academic School Year

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

African American Academic Acceleration-A4-

The data which specifically monitors progress for this indicator will be:

- Pre and Post-Reading Assessment
- Student attendance in the program
- Family workshop attendance

Owner(s):

A4 Site Lead

OA

Teachers

A4 Support Staff

Admin

Timeline:

Twice per year

Fall

Spring

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

To improve parent access and sense of belonging we will:

Provide engaging learning opportunities for parents to access District platforms (Atlas, Teams, Outlook, etc.) in the Parent Center

- Family Engagement Hour-Monthly
- Communication through Parent Square
- Flyers and PowerPoint presentations uploaded to the Roeding website

Continued partnership with Good Shepherd Lutheran Church to provide food, books, and clothing to the Roeding community.

Resources needed:

- Incentives such as food, clothing, and materials and supplies
- Extra pay contracts for translation/babysitting-support staff
- Supplies for communication/advertising and promoting Roeding spirit
- Handbooks, banners, graphics

Fresno High Regional Literacy Family Event

- Open House at FHS spring
- Invite students, staff, and families to join us for a great evening filled with entertainment, music, raffles, and free food
- Opportunity to build community and highlight the Fresno High Regional focus on literacy
- Family Literacy and Math nights through regional literacy focus

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

English Language Learners

According to the California Dashboard, Roeding English Language Learners are in the red, very low performance level with 98 points distance from standards met on SBAC. This is a decline of 34 points from the 2022 SBAC and includes 61 students. English Language Learners are making progress toward English language proficiency with 42.1 % progress in the orange, low performance group. Roeding maintained a 1.6 % rate of progress toward proficiency with 107 students in this group.

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC and includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, very low performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 51 students.

2. Using Title I funds Only: What are the planned expenses to support this student group? *With Title I funds we plan to support (Specific student group) by...*

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certified Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for ==1 Year Below GL== and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certified Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. As a site: What are planned actions to support this student group? *Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Socioeconomically Disadvantaged

According to the California Dashboard, socioeconomically disadvantaged students are in the red, very low-performance level of 77 points below standard on SBAC. This is a decline of 15.7 points from the 2022 SBAC and includes 283 students.

Students with Disabilities

According to the California Dashboard, students with disabilities are in the red, a very low performance level of 129.4 points below the standard on SBAC. This is a decline of 21.5 points from the 2022 SBAC and includes 51 students.

African American I-Ready ELA D2 On-Level

Our African American student group has a 26.1% on/above grade level rate in ELA compared to the site, which has a rate of 26.9%. A slight disproportionality between African American students and the site results in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

We are addressing this issue by focusing on Tier 1 first good 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 students meeting standards and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on student groups and individual student needs.

Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs. In addition, our African American students will have the opportunity to participate in the Springboard after-school reading program throughout the school year. African American students also have the opportunity to attend the Academic Center for Suspended Students to minimize learning loss.

I-Ready ELA D2 On-Level (Students with Disabilities)

Our Students with Disabilities student group has a 10.3% on/above grade level rate in ELA as compared to the site, which has a rate of 26.9%. There was a significant disproportionality in Students with Disabilities compared to our overall site in the movement toward meeting standards; therefore, this student group continues to be a focus for our site.

fund out of the SPSA.

Roeding will continue to focus on Tier 1 first good instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will analyze 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 re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- 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 by AC alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-way and Dual Language Education Conference in the 2024-2025 school year.

Parent Engagement:

- Provide EL Parent Training on ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy.
- EL parent support in sustaining EL Students' home language and developing multi-lingual proficiency.
- Process to ensure EL parent participation in providing input into the SPSA and other EL matters (ELAC).
- Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- Home School and Community Liaisons for home/school communications
- Family Engagement Hour-Parent University
- ELPAC goal-setting conferences
- Parent Teacher Conferences in the home language
- Parent Square district-wide communication platform
- Flyers in primary language
- Marquee updated with ongoing events/communication
- Communication provided in primary language
- Materials and supplies including books to be used at home
- Parent Learning Opportunities from site and Parent University
- Translators (Spanish, Hmong, ASL, other)

Attendance and rigor are significant barriers for our Students with Disabilities. Additionally, a lack of foundational reading skills and concepts impedes learning. We are addressing this issue by focusing on Tier 1 first good instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps.

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. We are working with students in academics at all Tier levels in the classroom.

Our SEL-targeted support team provides service and support for our Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

Roeding will utilize Title 1 funds to contract California Teaching Fellows that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 3-4 (3.5 hours) Teaching Fellows

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Roeding will utilize 7090 and 7091 to split funds for a certificated tutor that will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher
- 1 (0.4 hours) Certificated Tutor

Roeding will utilize 7090 and 7091 to fund two Resource Counseling Assistance to support our Tier II Intervention. Our SEL-targeted support team provides service and support for our African American and Students with Disabilities. We will continue to analyze data and design interventions based on student groups and individual student needs. Our MTSS framework allows us to plan and intervene individually based on the student's academic and SEL needs.

- 1 (0.75 hour) Resource Counseling Assistant
- 1 (0.75 hour) Resource Counseling Assistant in Spanish

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Students with Disabilities, African American and Multilingual Learnings are not performing at the same rate as their peers. Although African American, and Students with Disabilities demonstrated typical and stretch growth in the iReady diagnostic, these student groups are not moving into the **On/Above GL** bands at the same rate compared to their peers. These student groups regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on ATSI-identified student groups (Students with Disabilities and African Americans).
- SPED teachers included in goal setting and data CCIs with the Principal, VP and Academic coach for i-Ready and SBAC.
- 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 in service of general education.
- Tier 2 intervention in the classroom through differentiated instruction for student groups.
- Tier 1 instruction and support in the classroom during Daily Dive.
- All students will be assessed quarterly using benchmark data including i-Ready, fluency, BPST, and comprehension tests for ELA.
- Identified student groups will be provided differentiated instruction based on student's needs within the classroom and RTI framework.

Parent and Student Engagement Opportunities.:

- Title I parent meeting (Back to School Night)
- Parent Teacher Conferences
- Family Barn Dance Night
- Open House
- ELAC/SSC
- Parent Engagement Hours
- Success Together/Parent University
- Donuts with Dad/Muffins with Mom
- Donuts with Grandparents
- Semester Awards Assemblies
- Parent Center technology
- Krazy Karen
- Folklorico and Hip Hop Dance Events
- Food vendors at Open House
- Schoolwide Parent Square Communication
- Winter Music Performance
- Spring Music Performance
- Dia De Los Muertos Parade
- Dia De Las Madres

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
						G5 - Increase inclusive opportunities for families to engage in their students' education	
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation (i.e. materials and supplies, paper, newsletters, stamps) **No food or incentives**	1,476.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic for family communication (Student & Parent Handbooks, News Letter, Flyers, etc.)	1,200.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics: (banners, posters, certificates, etc.)	948.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics: Student/Parent Handbooks, certificates, posters, banners etc.	1,000.00

$4,624.00

2024-2025 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	Bks & Ref			Online subscriptions: (i.e. News ELA, Peardeck, Scholastic Readers, Time for Kids, Seasaw, Studies Weekly etc.)	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support Tier 3 Reading Intervention (RTI)	50,088.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2300	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	29,421.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes: (Data chats, professional development, PLC planning days, IEPs, ILT and CCT classroom walks)	17,918.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student classroom supplies to support instruction	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	25,583.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated substitute: (Professional Development, PLC Planning, Data Chats, IEPs, Coaching Cycles	4,777.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 2024: 146 hours (2 people) and snacks	7,968.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Dual Immersion, books, subscriptions, cultural diversity supports	746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support student instruction	9,570.00
G1A1	LCFF: EL	Instruction	Travel			Attend Professional Development such as Solution Tree, and ATDLE Two Way Dual Language Conference.	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom Technology to support student learning (i.e. Smart TVs, digital document cameras, charging stations, headphones, additional laptops and chargers, etc.)	9,593.00
G1A2	Sup & Conc	Instruction	Travel			Attend Professional Development such as Solution Tree, and ATDLE Two Way Dual Language Conference.	5,000.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Site licenses for classroom support workbooks (Wonders and SWUN supplemental curriculum)	8,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies: other supplemental materials - No Food, no Incentives	6,913.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support instruction. Smart TVs, standing desks, earphones, voice amplifies, document cameras, laptops, replacement chargers, etc.	3,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL, RCA extra time to support student engagement	8,280.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Evo Bluestein, Folkloric Dance, Hip-hop, etc.	10,000.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Certificated supplemental contracts for teacher outside of duty day to work with students - Coding Club, Tutoring, Etc.	6,132.00

05/03/2024

Goal	Funding Source	Area	Type	Position	FTE	Description	Amount
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA to support student attendance and development of SEL skills through real world experiences. Justin Kearney	59,492.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA to support students' improved attendance. SEL skill development and experiences through real-world application.	57,422.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support student engagement (Office Depot, Vallarta, etc.)	50,961.00
G3A3	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental contracts for tutoring in support of students	10,504.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Appreciation: (POs for T-shirts, food vendors, i.e. (Vallarta, Hewitts, Dutch Bros, Chocolate Wishes, Me & Ed's etc.)	15,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation (i.e. materials and supplies, paper, newsletters, stamps) **No food or incentives**	1,476.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphic for family communication (Student & Parent Handbooks, News Letter, Flyers, etc.)	1,200.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics: (banners, posters, certificates, etc.)	948.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics: Student/Parent Handbooks, certificates, posters, banners etc.	1,000.00
							$411,492.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$81,270.00
Sup & Conc	7090	$258,942.00
LCFF: EL	7091	$71,280.00
Grand Total		**$411,492.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$197,357.00
G2 - Expand student-centered and real-world learning experiences	$75,624.00
G3 - Increase student engagement in their school and community	$118,887.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$15,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$4,624.00
Grand Total	**$411,492.00**

05/03/2024