

Roeding Elementary

10621666006464

Principal's Name: Debbie Duran

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>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.</p>	
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

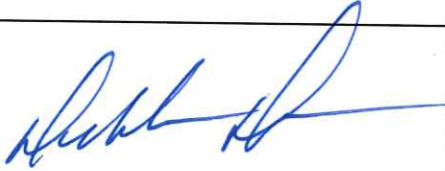

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Debbie Duran	X				
2. Chairperson – Joshua Lee					
3. Shelby Baker		X			
4. Seana Dull				X	
5. Genaro Garcia		X			
6. Diana Maldonado		X			
7. Orlando Meza		X			
8. Veronica Padilla				X	
9. Cassondra Rodriguez			X		
10. Marisol Rosales				X	
11.				X	
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran		3/30/22
SSC Chairperson	Joshua Lee		3/30/22

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 2022/23

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$67,860 *
7090	LCFF Supplemental & Concentration	\$232,758
7091	LCFF for English Learners	\$51,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$127,233</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$479,051

* 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	\$2,320
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,540</u>
	Total Title I Allocation	\$67,860

Roeding Elementary 2022-2023 - 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
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			40.74 %	2021-2022	45.74 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			51.85 %	2021-2022	56.95 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		20.37 %	2021-2022	25.37 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			45.02 %	2021-2022	50.02 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			58.19 %	2021-2022	63.19 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		12.63 %	2021-2022	17.63 %

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.

I-Ready ELAD2 On-Level

Roeding will continue to focus on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready ELAD2 2020 was 34.1% on-level, as compared to i-Ready ELAD2 2021, which was 20.37% on-level. This is a decrease of 13.73%; however, in terms of stretch growth, 40.74% of our student population had 40% or more growth between ELAD1 and ELAD2. Furthermore, in typical growth, 51.85% of our student population met or exceeded in this area between ELAD1 and ELAD2.

Our English Learner re-designation rate decreased by 7.4 points and is currently 19.2% indicating our students performed significantly better prior to the pandemic on multiple measures needed for re-designation. According to the California Dashboard, 17% of our student population are English Language

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

I-Ready ELA D2 On-Level

Roeding will use the previous year's data to continue focusing on identified students in lower performing subgroups that struggle with decoding, reading fluency and reading comprehension. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research-based to close gaps in learning and differentiating instruction based on need by student). Roeding will continue work on Cultural Proficiency and effective Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

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

Our African American subgroup has a 20.83% on level rate in ELA as compared to the site, which has a rate of 20.37% on grade level in ELA. Although there is less of a disproportionality between AA and the site

Learners. The teaching staff participated in professional development through a partnership with our Regional Mini PAC sites which supported teachers in the design and development of lessons in ELA. Prior to the pandemic, the team met with a consultant from TNTP multiple times throughout the year to build knowledge, design lessons, instruct and receive feedback from the consultant to support their growth in planning instruction of CORE lessons using student evidence. In addition, there were a number of PL sessions for staff related to designing and implementing Tier 1 lessons and effective strategies.

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

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2021 for African American students was 20.83% in movement towards on level standard in ELA. This metric is 0.46% higher than our site i-Ready D2 ELA results.

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

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2021 for SWD was 9.72% in movement towards on grade level standards in ELA. This metric is 10.65% lower than our site i-Ready D2 ELA results.

I-Ready ELA D2 On-Level (White)

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready ELA D2 2021 for White students was 29.41% in movement towards on grade level standards in ELA. This metric is 9.04% higher than our site i-Ready D2 ELA results.

I-Ready Math D2 On-Level

Roeding will continue to focus on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready Math D2 2020 was 24.77% on level, as compared to i-Ready math D2 2021, which was 12.63% on grade level standards. This is a decrease of 12.14%; however, in terms of stretch growth, 45.02% of our student population had 40% or more growth between Math D1 and Math D2 in 2021. Furthermore, in typical growth, 58.19% of our student population met or exceeded in this area between Math D1 and Math D2 in 2021.

The Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), participates in quarterly planning with grade level teachers from all four schools (backwards mapping, etc.), which supports the increase in math scores. For each chapter, the collective grade level creates at least one Common Summative Assessment (CSA) and at least one Common Formative Assessment (CFA), in which results are then shared between teachers, to cognitively plan and develop levels of student support and provide each other feedback as to successful instructional moves. Our fifth and sixth grade teachers participated in SWJN math coaching cycles and professional development in the 2021-2022 school year. We will continue working with district coaches and the SWJN math consultant through the cycle of continuous improvement in the 2022-2023 school year.

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

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready Math D2 2021 for African American students was 12.24% in movement towards on grade level standards in Math. This metric is 0.39% lower than our site i-Ready D2 Math results

results in movement towards standard, this subgroup continues to be a focus for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on subgroup and individual student need. Our MTSS framework allows for 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 A4 after school reading program.

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

Our Students with Disabilities subgroup has a 9.72% on level rate in ELA as compared to the site, which has a rate of 20.37% on grade level in ELA. There was a significant disproportionality in SWD compared to our overall site in movement towards standard; therefore, this population continues to be a focus for our site. Attendance and rigor is a significant barrier for our Students with Disabilities subgroup. Additionally, lack of unconditional reading skills and concepts impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides service and supports for our Students with Disabilities. We will continue to analyze data and design interventions based on subgroup and individual student need. Our MTSS framework allows for us to plan and intervene individually based on the student's academic and SEL needs.

I-Ready ELA D2 On-Level (White)

Our White subgroup has a 29.41% on level rate in ELA as compared to the site, which has a rate of 20.37% on grade level in ELA. Although there is no disproportionality between Whites and the site results in movement towards standard, this subgroup continues to be a focus for our site. We are tackling this issue by focusing on effective Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to analyze data and design interventions based on subgroup and individual student need. Our MTSS framework allows for us to plan and intervene individually based on the student's academic and SEL needs.

I-Ready Math D2 On-Level

The students in lower performing subgroups struggle with operational fluency, conceptual understanding and foundational number sense skills. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research-based to close gaps in learning and differentiating instruction based on need by student). Roeding will continue work in Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.

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

Our African American subgroup has a 12.24% on level rate in Math as compared to the site, which has a rate of 12.63% on grade level in Math. We are tackling this issue by focusing on effective Tier 1 first 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 subgroup and individual student need. Our MTSS framework allows

of students on grade level.

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

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready Math D2 2021 for Students with Disabilities was 9.5% in movement toward on grade level standards in Math. This metric is 3.1% lower than our site i-Ready D2 Math results of students on grade level.

I-Ready Math D2 On-Level (White)

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric. The effectiveness in achieving the expected outcomes in i-Ready Math D2 2021 for White students was 18.18% in movement toward on grade level standards in Math. This metric is 5.55% higher than our site i-Ready D2 Math results.

for 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 A4 after school program.

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

Our Students with Disabilities subgroup has a 9.5% on level rate in Math as compared to the site, which has a rate of 12.63% on grade level in Math. There was a slight disproportionality in SWD compared to our overall site in movement towards standard; therefore, this population continues to be a focus for our site. Attendance and rigor is a significant barrier for our Students with Disabilities subgroup. Additionally, lack of foundational math skills and concepts impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides service as supports for our Students with Disabilities. We will continue to analyze data and design interventions based on subgroup and individual student need. Our MTSS framework allows for us to plan and intervene individually based on the student's academic and SEL needs.

I-Ready Math D2 On-Level (White)

Our White subgroup has a 18.18% on level rate in Math as compared to the site, which has a rate of 12.63% on grade level in Math. We will continue to target this subgroup by focusing on good Tier 1 first 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 subgroup and individual student need. Our MTSS framework allows for 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).

We increased our budget around technology to provide every student with a working device for learning and are updating our classrooms from SMART Boards to Smart TVs. We also purchased additional technology (teacher monitors, document cameras, printers, headphones, laptops, tablets, surge bars, etc.) and online teaching platforms (Pear deck, Seesaw, etc.) to support teachers and students with online and classroom learning.

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 2022-23 SPSA.

- Teachers are utilizing i-Ready online platform to individualize reading and math instruction, based on diagnostic results.
- Continue professional development on targeted differentiated instruction for **Daily Dive** in ELA and Math to align with focus area of rigor, cognitive planning and building teacher clarity around targets and assessment to reflect on instructional impact and respond to students based on need.
- Continue professional learning on cognitive planning of instruction (building staff capacity). Continue Tier 2-3 RTI support for students, revising quarterly based on data to ensure student needs are being met.
- Fifth and sixth grade teachers will continue collaboration with SWJN math coach around Math Lesson Design through cycles of continuous improvement.
- Teachers are using various forms of data to identify students' individual needs in reading and math.
- Teachers are meeting with students to goal set for upcoming district diagnostics using multiple measures (such as: i-Ready data, CFA, and CSA data).
- Teachers will utilize grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RTI time.
- Teachers will continue to develop efficacy in the areas of Cultural Proficiency by professional development around Cultural 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.

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

1 SSC:

SSC gave feedback before writing SPSA on March 2, 2022, which included input on continuing with school-wide student incentives and materials and supplies as their top priorities. SSC members also felt that building fellowship was essential to creating an environment where everyone feels valued. SSC reviewed final SPSA on March 30, 2022, for approval.

2 ELAC:

ELAC members had an opportunity to give feedback before writing SPSA in March 2022. ELAC members' feedback is around building our cultural proficiency.

3 Staff:

Staff shared interest/feedback on adjustments to 2022-2023 SPSA via ILT/PLC members completing a needs assessment and requests to Admin. Admin included all requests in budget/SPSA options. Staff voted on options at Staff Meeting on March 24, 2022. Staff feedback prioritized materials and supplies, student engagement/incentives and SEL support staff as top priorities. Staff believes that these areas help create an environment where students and staff feel valued and empowered to reaching their greatest potential.

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 Spring iReady Diagnostic.

Owner(s):

Admin
Teachers
SPED/RSP
TSA
Instructional Coach

Timeline:

Kinder - 3rd grades: three times a year

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

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

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 towards typical and stretch goals.
5. Plan targeted instruction and supports based on iReady individual student analysis to incorporate into **Daily Dive** mini lessons.
6. Teachers will identify students' needs and create an instructional plan that includes progress monitoring and using iReady resources.
7. Provide Professional Development for teachers to dig deeper into analyzing students' reading foundational needs.
8. Instructional Coach will work directly with DI 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
Instructional Coach

Timeline:

Kinder - 3rd grades: three times a year

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

Kinder - 3rd grades will utilize 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/BPST quarterly
2. First Grade will assess fluency, BAS and BPST quarterly 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.
3. Second Grade will assess fluency, BAS and BPST quarterly 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 quarterly 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. Instructional 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):

TSA
Certificated Tutors
Teachers
SPED/RSP
Instructional Coach

Timeline:

First through 3rd grade every six weeks with intensive groups

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

Cycle of Continuous Improvement:

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

Owner(s):

ILT
 Teachers
 SPED/RSP
 TSA
 Instructional Coach
 PLCs
 Regional PAC-Del Mar, Homan, Muir, Roeding

Timeline:

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

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: ELD, SWD, AA, white 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 PLCs.
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. (see attachment)
5. Compare i-Ready results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan targeted instruction and supports based on iReady individual student analysis to incorporate into **Daily Dive** mini lessons.
7. Teachers will identify students' needs and create an instructional plan that includes progress monitoring and using iReady resources.
8. Provide Professional Development to teachers to align implementation of diagnostic and standards-based rubric.

Owner(s):

ILT
 PLCs
 SPED/RSP
 PAC

Timeline:

Three times a year

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

SBAC (3rd grade):

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's i-Ready diagnostic data and current CFAs and CSAs to include the following: ELD, SWD, AA, white students.
2. Teacher will set SMART goals for: individual student, 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. (see attachment)
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.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

Admin
 TSA
 Instructional Coach
 ILT
 Teachers
 SPED/RSP

Timeline:

Quarterly
 Three times a year
 Annually

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

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

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and PLC. (see attachment)
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 PLCs.
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.
5. Provide Professional Development for teachers to align implementation of assessment and planning of differentiation.
6. Instructional 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):

D.I. Teachers
Instructional Coach

Timeline:

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
RCAs
RSP Teacher
CWAS/IS
SLP
Psychologist

Timeline:

Monthly
Bi-Monthly

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

Data Driven Instructional Calendar (DDI):

- Essential Standard being targeted
- Date of 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
Instructional 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 TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

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

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
PLCs

Timeline:

Monthly

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

- All students will be provided an extended school day with an additional 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, Instructional Coach, Certificated Tutor, and SPED 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, Instructional Coach, Certificated Tutor and RSP teacher
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
 - Tier 1 and 2 supports will be provided by the classroom teacher and PLCs during **Daily Dive**.
 - 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, 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, Fresno County PARCS & Rec hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth

Specify enhanced services for EL students:

- 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 with support of District EL Coach.

Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White students are not performing at the same rate of their peers. Although the AA and White subgroups have demonstrated growth in the overall percentile, students are not moving into the **On/Above GL** bands at the same rate compared to the whole school. The SWD, AA and WS subgroup regularly incorporate hands-on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and WS).
- SPED teachers included in goal setting and data CCI's with principal 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 subgroups. (SWD, AA and White Students)

- Deconstruction of EL Standards
- Specific EL Strategies
- Analyze data for common assignments in order to monitor and make instructional decisions.
- Dual Language teachers will attend ATDLE Two-way and Dual Language Education Conference in the 2022-2023 school year.

- 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, and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on students' needs within the classroom and RtI framework. (SWD, AA and WS)

Action 2

Title: ELA4TH-6TH GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades 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](#)

SBAC:

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: ELD, SWD, AA
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 i-Ready Reading Benchmark.
4. Track student movement, based on: benchmark and percentage of growth from the three i-Ready diagnostics and prior year's i-Ready results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into [Daily Dive](#) lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.
8. Instructional 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\(s\):](#)

ILT

Teachers

SPED/RSP

TSA

Instructional Coach

PLCs

[Timeline:](#)

Data Chats in August and February

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 previous year's data and current CFAs and CSAs to include the following: ELD, SWD, AA & White 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 PLCs.
4. Track student movement, based on: benchmark and percentage of growth between i-Ready diagnostics and prior year's Interim results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan targeted instruction and supports based on data to incorporate into **Daily Dive** lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT
Teachers
SPED/RSP
TSA
Instructional Coach
PLCs

Timeline:

Biannually

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

Cycle of Continuous Improvement:

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

Owner(s):

ILT
Teachers
SPED/RSP
TSA
Instructional Coach
PLCs
Regional PAC-Del Mar, Homan, Muir, Roeding

Timeline:

Teachers- Daily & Weekly
PAC-by Unit

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

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

Owner(s):

ILT
TSA
Instructional Coach
Teachers
SPED/RSP
PLCs

Timeline:

Teachers-Biweekly

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.

Owner(s):

ILT
 PLCs
 Teachers
 SPED/RSP
 Admin

Timeline:

Quarterly
 Weekly

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
 RCAs
 RSP Teacher
 CWAS/IS
 SLP
 Psychologist

Timeline:

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 1-5 will participate in forty minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutor, and SPED staff.
- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by TSA, Certificated Tutor and RSP teacher
 - Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Tier 1 and 2 supports will be provided by the classroom teacher and PLCs during **Daily Dive**.
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their benchmark goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student groups

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies in the Wonders ELD section to support with ELD instruction.
- Teachers will analyze the data on CFA, CSA, IAB and i-Ready for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.

Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White students are not performing at the same rate of their peers. Although the AA and White subgroups have demonstrated growth in the overall percentile, students are not moving into the **On/Above GL** bands at the same rate compared to the whole school. The SWD, AA and WS subgroup regularly incorporate hands-on learning with the use of manipulatives.

- Goal setting and data chats based on ELPAC results and EL re-designation goal setting reports to be shared with teachers, students and parents.
- ELPAC assessors
- 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 with support of District EL Coach.
- Deconstruction of EL Standards
- Specific EL Strategies
- Analyze the data for common assignments in order to monitor and make instructional decisions.
- Dual Language teachers will attend ATDLE Two-way and Dual Language Education Conference in the 2022-2023 school year.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and White Students).
- SPED teachers included in goal setting and data CCI's with principal for i-Ready and SBAC.
- 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 subgroups. (SWD, AA and White Students)
- Tier 1 instruction and supports in the classroom during **Daily Dive**.
- All students will be assessed quarterly using benchmark data including i-Ready, BAS (as needed), and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RTI framework. (SWD, AA and White Students)

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 previous year's data and current CFAs and CSAs to include the following: ELD, SWD, AA, WS.
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 Math Benchmarks by individual student, classroom 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. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mni-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into **Daily Dive** lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

[Owner\(s\):](#)

- ILT
- Teachers
- Instructional 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 previous year's data and current CFAs and CSAs to include the following: ELD, SVD, AA and white 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 Math Benchmarks by individual student, classroom 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.
5. Compare diagnostic results to CFA and CSA results as a PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into **Daily Dive** lessons.
7. Provide Professional Development for teachers to align implementation of assessment and standards-based rubric.
8. Instructional 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):

ILT
 PLCs
 Teachers
 TSA
 Instructional Coach
 SPED/RSP

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC
- i-Ready diagnostic exams (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):

RCAs
 Admin
 RSP teacher
 RCAs

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 six grades.

Owner(s):

ILT
 PLCs
 Teachers
 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 student, classroom, and PLC.
2. Monitor progress utilizing the **On/Above GL**, **1 Year Below GL** and **2+ Years Below GL** categories, based on benchmark agreements.
3. Track student movement, based on reaching each FSA benchmark
4. Plan corrective instruction and supports based on data to incorporate into **Daily Dive** mini lessons.
5. Provide Professional Development for teachers to align implementation of assessment and planning of differentiation.
6. Instructional 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):

Teachers
TSA
Instructional 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 TSI identified student groups. Work in tandem with site team and schools with similar focus areas (SWD) as a PLC.

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

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
PLCs

Timeline:

Monthly

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

- All students will be provided an extended school day with an additional 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 have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems using go deeper think smarter questions from Go Math
- Tier 1- 2: All students in kinder through six grade will participate in a minimum thirty minute block (**Daily Dive**) of differentiated instruction to target specific math skills/gaps as informed by individual students' needs.
- Tier 1 and 2 supports will be provided by classroom teachers and PLCs through collaboration and data analysis on high leverage practices.
- Tier 3 supports will be provided in an afterschool tutorial to close academic fluency gaps
- Maintain common understanding of MTSS framework and continue building knowledge
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices
 - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
 - Continue to focus on consistent implementation of districtwide discipline guidelines
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Materials utilized may include Go Math, MLD, online resources, manipulatives, including fluency components and other online rigorous components, etc.
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their diagnostic goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Unit Backwards Planning
- Common Core Companion
- Teacher and Student Technology

- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Resources, Materials & Supplies for instruction
- Math CCI Cycle, CFU, CFA, CSA
- Incentives for Student Growth

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies in GoMath and include multicultural experiences within real-world experiences.
- Teachers will analyze the data on CFA, CSA, IAB and diagnostic for EL students and plan targeted instruction.
- Intermediate teachers will participate in MLD professional development to facilitate MLD lessons
- 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 with support of District EL Coach.
- Deconstruction of EL Standards
- Specific EL Strategies
- Analyze the data for common assignments in order to monitor and make instructional decisions.
- Extra support with hands-on concepts and manipulatives, partner and group work will be provided as needed.
- Dual Language teachers will attend ATDLE conference in the 2022-2023 school year.

Specify enhanced services for low-performing student groups:

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

- Professional learning for site leaders and teachers focused on TSI identified student group (SWD, AA and WS).
- SPED teachers included in goal setting and data CCI's with principal 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 to support general education .
- Tier 2 intervention in the classroom through differentiated instruction for subgroups. (SWD, AA and WS) during designated **Daily Dive**.
- Tier 1 instruction and supports in the classroom during **Daily Dive**.
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RtI framework. (SWD, AA and WS)
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 Es in Go Math and the importance of gradual release to increase students' ownership.
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- Data analysis of SWD, AA and WS with RSP teacher to identify specific learning gaps based on grade level essential focus standards, learning targets, CFA/CSA results to target learning based on need.

2022-2023 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	13,062.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,191.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online and paper subscriptions (i.e.-Peardeck, Scholastic Readers, Time For Kids, Seesaw, etc.)	9,888.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student classroom supplies to support instruction **No food or incentives**	3,793.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for classroom support (Wonders supplemental curriculum)	156.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier III Reading Intervention (RTI)	25,463.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair & maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier III Reading Intervention (RTI)	26,525.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	5,520.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental contracts for Dual Immersion tutoring after school	3,925.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & supplies to support student instruction	928.00
G1A1	LCFF: EL	Instruction	Travel			ATDLE Conference (Dual Immersion)	6,657.00
G1A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Dual Immersion books, subscriptions, cultural diversity	1,500.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated Subs	5,000.00
G1A1	One-time School	Instruction	Oth Cls-Sub			Classified Subs	15,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support student learning: (i.e.-Smart TV's, digital document cameras, charging stations, etc.)	13,973.00
G1A2	One-time School	Instruction	Mat & Supp			: Office Depot (Printer Ink, standing computer desks, other instructional items) **No food or incentives**	22,640.00
G1A2	One-time School	Instruction	Travel			: Grading from the Inside Out Workshop (Solution Tree)	10,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute teachers (ELPAC, MLD, TNTP, SST, IEP, peer observations)	6,003.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated substitute teachers (ELPAC, MLD, TNTP, SST, IEP, CCI, peer observations, etc.)	5,145.00
G1A3	One-time School	Instruction	Nc-Equipment			: Classroom technology to support instruction (smart TV's, standing desks, earphones,	35,000.00

2022-2023 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			etc.)	25 000 00

\$224,369.00

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	✓		91.33 %	2021-2022	92.43 %

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 weekly and monthly opportunities with clubs and activities. We have also provided in-person and virtual field trips to a variety of locations to demonstrate opportunities in the workforce and in culture.

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

- Lack of consistent resources due to the pandemic's restrictions on health and safety
- Limited 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).

Due to the pandemic's health and safety guidelines, Roeding has not been able to consistently provide opportunities to expose students to real-world opportunities as we have in the past. We have transferred a large portion of the budget to provide replacement technology for students and additional technology for teachers (online teaching supports, monitors, etc.) as well as extension activities that include collaboration with Fresno County PARCS & Rec for hands-on science activities and monthly SOAR activities for all students.

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 2022-23 SPSA.

Changes that will be made for the 2022-2023 school year to achieve this goal are:

- Increase professional development for teachers to incorporate real-world learning experiences in daily lessons
- 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
- 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.

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

1 SSC:

SSC gave feedback before writing SPSA on March 2, 2022, which included input on continuing with school-wide student incentives and materials and supplies as their top priorities. SSC members also felt that building fellowship was essential to creating an environment where everyone feels valued. SSC reviewed final SPSA on March 30, 2022, for approval.

2 ELAC:

ELAC members had an opportunity to give feedback before writing SPSA in March 2022. ELAC members' feedback is around building our cultural proficiency.

3 Staff:

Staff shared interest/feedback on adjustments to 2022-2023 SPSA via ILT/PLC members completing a needs assessment and requests to Admin. Admin included all requests in budget/SPSA options. Staff voted on options at Staff Meeting on March 24, 2022. Staff feedback prioritized materials and supplies, student engagement/incentives and SEL support staff as top priorities. Staff believes that these areas help create an environment where students and staff feel valued and empowered to reaching their greatest potential.

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 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

Student engagement activities will be entered into Atlas.

Owner(s):

VP
TSA
Instructional Coach
ASP Coordinator
Teachers
RCAs
CWAS/IS
OA

Timeline:

Monthly

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

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

Owner(s):

RCAs
TSA
Instructional Coach
VP

Timeline:

Quarterly

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

The school will sponsor additional field trips and activities through fundraising efforts as needed. (possible 6th grade end-of-year trip, 2nd grade play, CSUF National Girls and Women in sports day.)

Owner(s):

VP
OM
TSA
Instructional Coach
ILT
PLCs

Timeline:

Quarterly

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

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 student need.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.
- Progress monitor SWD participation in extension activities

Owner(s):

Admin
RCAs
CWAS/IS
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 offers some clubs, and plans are in place to include the following clubs next year:

- Leadership Club
- Girl Power Club
- Boys to Men Club
- Science Club
- Art Club
- Video Club
- Origami Club
- Chess Club
- Card Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Saturday Academy
- A4 Springboard Reading
- Polynesian Dance Club

After school sports teams, including:

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

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

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

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

Fresno PARCS & Rec
Week of Code
Meaningful Work
Coder Girlz
Minecraft Club
Junior Achievement

[Specify enhanced services for EL students:](#) _____

[Specify enhanced services for low-performing student groups:](#) _____

- Encourage culturally relevant curriculum and clubs/actives to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.
- Parent Literacy Club in our parent center sponsored by Parent University.
- Dual Language Parent and Student Annual District Conference

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

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

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

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

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

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

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

Owner(s):

Teachers
OM
Admin

Timeline:

Annual

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

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

Owner(s):

Teachers
Admin
Community Service Members

Timeline:

Annual

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

Roeding Weekly Newscast: AKA "Rocket News"

Owner(s):

RCAs
Support Staff
Admin
Students

Timeline:

Weekly

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

Increase participation in hands-on science lessons through Fresno County PARCS & Rec. from one classroom per week to two classrooms per week.

Owner(s):

Teachers
VP

Timeline:

Monthly

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

Multi-tiered Support System (MTSS):

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

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

Current engagement opportunities include:

TK-Kinder- Read Across America

Grade 1- Junior Achievement

Grade 2 - Junior Achievement

Grade 3 - Bricks 4 Kidz

Grade 4 - BitWise

Grade 5 - Roosevelt School of the Arts play, Cooper Academy

Grade 6 - Fresno City College, Ft. Miller, Computech, Cooper Academy

Specify enhanced services for EL students:

Communication items may be offered in home language:

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

Specify enhanced services for low-performing student groups:

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

- Professional Learning opportunities for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP students that have been identified with chronic absenteeism will meet individually with staff to identify root causes and set individual attendance goals to increase attendance rate.
- Teachers will have an opportunity to attend Unbound Ed Standards Institute Conference during summer 2022.
- SDC classes are included in grade appropriate field trips.

2022-2023 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	One-time School	Instruction	Cons Svc/Oth			Fun Works : Evo Bluestein (American Folk Dance) Krazy Karen (Fun Works)	7,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Folklorico Instructor to be determined - : Teach and build cultural proficiency for our Dual Immersion Program	15,000.00
G2A2	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Alyssa Ramirez (ID# 1071616) - RCA to support students in developing skills and experiences through real-world application 'G3A1'	12,477.00

\$34,477.00

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	✓		55.62 %	2021-2022	50.02 %
Suspension Rate - Semester 1	✓		1.18 %	2021-2022	0.85 %

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 has a comprehensive plan to reduce chronic absenteeism, which is as follows:

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

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. OA and RCA will reach out to families whose attendance is decreasing
 1. Calls home to determine reason for absences
 2. Home visits if families cannot be reached
4. RCA, OA and students/parents sign 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 RCA will meet with families to discuss attendance concerns and correct attendance mistakes
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

1. OA will send a Truancy Level 3 notice to the family.
2. OA, VP, and RCA 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.

Chronic Absenteeism (African-American)

Roeding has a comprehensive plan to reduce chronic absenteeism, which is as follows:

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

Due to the current pandemic, the student absenteeism rate has increased significantly. Students often have been quarantined when exhibiting symptoms or a family member is COVID-positive and cannot, or will not, attend class online while on quarantine for up to 20 days at a time. RCA has conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hot spots. Teachers provided student independent work as well as synchronous learning opportunities, but these available learning opportunities were not consistently utilized by the students and their families.

Chronic Absenteeism (African American)

Due to the current pandemic, the student absenteeism rate has increased significantly. Students often have been quarantined when exhibiting symptoms or a family member is COVID-positive and cannot, or will not, attend class online while on quarantine for up to 20 days at a time. RCA has conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hot spots. Teachers provided student independent work as well as synchronous learning opportunities, but these available learning opportunities were not consistently utilized by the students nor their families.

Chronic Absenteeism (Students with Disabilities)

Due to the current pandemic, the student absenteeism rate has increased significantly. Students often have been quarantined when exhibiting symptoms or a family member is COVID-positive, and cannot or will not attend class online while on quarantine for up to 20 days at a time. RCA has conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hotspots. Teachers provided student independent work as well as synchronous learning opportunities, but these available learning opportunities were not consistently utilized by the students nor their families.

SWD 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 or

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
 1. Calls home to determine reason for absences
 2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an 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, VP and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

1. OA will send a Truancy Level 3 notice to the family.
2. OA, VP and RCA will recommend students to DPI for SARB

In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 2% for the African-American student population

Chronic Absenteeism (Students with Disabilities)

Roeding has a comprehensive plan to reduce chronic absenteeism, which is as follows:

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
 1. Calls home to determine reason for absences
 2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an 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, VP and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

1. OA will send a Truancy Level 3 notice to the family.
2. OA, VP and RCA will recommend students to DPI for SARB

In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 2% for the Students with Disabilities population.

Chronic Absenteeism (White)

Roeding has a comprehensive plan to reduce chronic absenteeism, which is as follows:

Tier I Students (less than one absence a week)

family transportation is not working.

Chronic Absenteeism (White)

Due to the current pandemic, the student absenteeism rate has increased significantly. Students often have been quarantined when exhibiting symptoms or a family member is COVID-positive, and cannot or will not attend class online while on quarantine for up to 20 days at a time. RCA has conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hot spots. Teachers provided student independent work as well as synchronous learning opportunities, but these available learning opportunities were not consistently utilized by the students nor their families.

Students with One or More Suspension

Since returning from Distance Learning, Roeding has been experiencing increased Tier 2 and Tier 3 behaviors from Kindergarten and First Grade students. The exhibited behaviors appear to be increased in this age range because of their limited access to traditional learning in their formative years of education. To offset the increased number of behaviors, Roeding has increased student- to-teacher connectedness as well as included the CWAS/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.

Students with One or More Suspension (African American)

Since returning from Distance Learning, Roeding has been experiencing increased Tier 2 and Tier 3 behaviors from Kindergarten and First Grade students. The exhibited behaviors appear to be increased in this age range because of their limited access to traditional learning in their formative years of education. To offset the increased number of behaviors, Roeding has increased student- to-teacher connectedness as well as included the CWAS/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.

Students with One or More Suspension (Students with Disabilities)

Since returning from Distance Learning, Roeding has been experiencing increased Tier 2 and Tier 3 behaviors from Kindergarten and First Grade students. The exhibited behaviors appear to be increased in this age range because of their limited access to traditional learning in their formative years of education. To offset the increased number of behaviors, Roeding has increased student- to-teacher connectedness as well as included the CWAS/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.

Students with One or More Suspension (White)

Since returning from Distance Learning, Roeding has been experiencing increased Tier 2 and Tier 3 behaviors from Kindergarten and First Grade students. The exhibited behaviors appear to be increased in this age range because of their limited access to traditional learning in their formative years of education. To offset the increased number of behaviors, Roeding has increased student- to-teacher connectedness as well as included the CWAS/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.

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
 1. Calls home to determine reason for absences
 2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an 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 RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

1. OA will send a Truancy Level 3 notice to the family.
2. OA, VP and RCA will recommend students to DPI for SARB

In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 2% for the White student population.

Students with One or More Suspension

Roeding practices a progressive discipline model for misbehaviors that may lead to suspension. The steps are as follows:

1. Classroom teachers will intervene in all Tier 2 misbehaviors
2. Should a Tier 2 misbehavior continue, students will be referred to the office to meet with Administration.
3. Students will meet with one of the RCAs on campus to determine successful classroom behaviors
4. RCA will perform daily check-ins with the student
5. Should misbehavior continue, Admin will meet with parents to create a pre-suspension notice to the parents, citing CAEd. Code
6. RCA will continue behavioral interventions through daily check-ins and group meetings
7. Should misbehavior continue, Admin will suspend student, citing CAEd. Code

Students with One or More Suspension (African-American)

Roeding practices a progressive discipline model for misbehaviors that may lead to suspension. The steps are as follows:

1. Classroom teachers will intervene in all Tier 2 misbehaviors
2. Should a Tier 2 misbehavior continue, students will be referred to the office to meet with Administration.
3. Students will meet with one of the RCAs on campus to determine successful classroom behaviors
4. RCA will perform daily check-ins with the student
5. Should misbehavior continue, Admin will meet with parents to create a pre-suspension notice to the parents, citing CAEd. Code
6. RCA will continue behavioral interventions through daily check-ins and group meetings
7. Should misbehavior continue, Admin will suspend student, citing CAEd. Code

Students with One or More Suspension (Students With Disabilities)

Roeding practices a progressive discipline model for misbehaviors that may lead to suspension. The steps

are as follows:

1. Classroom teachers will intervene in all Tier 2 misbehaviors
2. Should a Tier 2 misbehavior continue, students will be referred to the office to meet with Administration.
3. Students will meet with one of the RCAs on campus to determine successful classroom behaviors
4. RCA will perform daily check-ins with the student
5. Should misbehavior continue, Admin will meet with parents to create a pre-suspension notice to the parents, citing CAEd. Code
6. RCA will continue behavioral interventions through daily check-ins and group meetings
7. Should misbehavior continue, Admin will suspend student, citing CAEd. Code

Students with One or More Suspension (White)

Roeding practices a progressive discipline model for misbehaviors that may lead to suspension. The steps are as follows:

1. Classroom teachers will intervene in all Tier 2 misbehaviors
2. Should a Tier 2 misbehavior continue, students will be referred to the office to meet with Administration.
3. Students will meet with one of the RCAs on campus to determine successful classroom behaviors
4. RCA will perform daily check-ins with the student
5. Should misbehavior continue, Admin will meet with parents to create a pre-suspension notice to the parents, citing CAEd. Code
6. RCA will continue behavioral interventions through daily check-ins and group meetings
7. Should misbehavior continue, Admin will suspend student, citing CAEd. Code

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).

Before the pandemic, the actions indicated above were successfully sustained throughout the year. The following budget shifts were made to sustain the focus on attendance after the onset of the pandemic:

- Increasing OA time from 6 hours to 8 hours a day
- Paying office staff and RCAs extra time to conduct successful home visits outside of traditional school hours
- Teachers will continue to develop efficacy in the areas of cultural proficiency by attending professional development around cultural 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.

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 2022-23 SPSA.

School site continues to allocate funding for OA to be present the full school day to support attendance. The two six-hour RCAs and one three-hour RCA will continue to receive site funds.

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

1 SSC:

SSC gave feedback before writing SPSA on March 2, 2022, which included input on continuing with school-wide student incentives and materials and supplies as their top priorities. SSC members also felt that building fellowship was essential to creating an environment where everyone feels valued. SSC reviewed final SPSA on March 30, 2022, for approval.

2 ELAC:

ELAC members had an opportunity to give feedback before writing SPSA in March 2022. ELAC members' feedback is around building our cultural proficiency.

3 Staff:

Staff shared interest/feedback on adjustments to 2022-2023 SPSA via ILT/PLC members completing a needs assessment and requests to Admin. Admin included all requests in budget/SPSA options. Staff voted on options at Staff Meeting on March 24, 2022. Staff feedback prioritized materials and supplies, student engagement/incentives and SEL support staff as top priorities. Staff believes that these areas help create an environment where students and staff feel valued and empowered to reaching their greatest potential.

Action 1

Title: ATTENDANCE

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

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.

Owner(s):

- Admin
- RCAs
- CWAS/IS
- RSP Teacher
- HSL

Timeline:

- Monthly
- Bimonthly for Tier 3 students

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

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
 1. Students who are falling into the at-risk attendance metrics may have the opportunity to attend Saturday Academy, when offered

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, OA works with RCA and VP to determine one of the following three options:
 1. Student Compact
 2. SART Contract
 3. Referral to DPI for SARB

Owner(s):

OA
OM
RCA
CWAS/IS
HSL
VP
Lead Teacher for Saturday Academy

Timeline:

Weekly

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

CHRONIC ABSENTEEISM AND TRUANCY

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

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

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

Owner(s):

OA
OM
RCA
CWAS
HSL
Vice Principal
Lead Teacher for Saturday Academy

Timeline:

Weekly

Monthly

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

Saturday School ADA Recovery Report

Owner(s):

Lead Teacher for Saturday Academy
OA
HSL
VP

Timeline:

As available

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

- 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
- Pencils and trophies at the end of the year for Perfect Attendance
- Office Assistant contact for non-cleared absences
- Attendance Compact and SART meetings with parents and VP
- Automated daily School Messenger for absence notification
- Teacher 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 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 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:

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
- Community Coffee Hour
- Monthly newsletter
- Class Dojo via classroom teacher
- Weekly School Messenger in English and Spanish
- All communication will be translated through Office Assistant
- Dual Language Parent and Student Annual District Conference

Specify enhanced services for low-performing student groups:

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 TSI identified student group (SWD).
- SPED teachers included in goal-setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will 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

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.

Owner(s):

Climate and Culture Team
Teachers
RCAs
Admin

Timeline:

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 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.

Owner(s):

Principal
VP
RCAs
CWAS/IS
RSP Teacher
SLP
Psychologist

Timeline:

Monthly
Bimonthly for Tier 3 students

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

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

Owner(s):

VP
RSP Teacher
Psychologist
Classroom Teacher
Parents/guardians

Timeline:

As needed, based on COSST referral or parent request.

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

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

Owner(s):

Climate and Culture Team

Timeline:

Fall
Spring

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

Meaningful Work

Owner(s):

RCAs
Teachers
Support Staff

Timeline:

BI-Weekly

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

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

Owner(s):

Climate and Culture Team
CF Pivot Team
Teachers

Timeline:

Monthly

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

- Monthly incentives offered to students who are Successful, Outstanding, Accepting, Respectful (SOAR)
- 2 RCAs funded (0.75 each) to work with students needing Tier 2-3 supports; 1 RCA(0.375) to work with students needing Tier 2 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 through 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 weekly 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 22-23 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:

Communication items may be offered in home language:

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

Specify enhanced services for low-performing student groups:

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal-setting and data CCLs with principal 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
- Teachers will attend Unbound Ed Standards Institute Conference in 2022
- SDC classes are included in grade appropriate field trips

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](#)

Student engagement activities will be entered into Atlas.

[Owner\(s\):](#)

VP
TSA
ASP Coordinator
Teachers
RCAs
OA

[Timeline:](#)

Monthly

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

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)

[Owner\(s\):](#)

OA
OM
TSA
RCAs
CCT
VP

[Timeline:](#)

Monthly

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

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

[Owner\(s\):](#)

RCAs
TSA
VP

[Timeline:](#)

Quarterly

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

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

[Owner\(s\):](#)

VP
TSA
ILT

[Timeline:](#)

Quarterly

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):

- 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.

Owner(s):

Admin
RCAs
RSP Teacher
Tier 2 Intervention Specialist

Timeline:

Monthly
Bimonthly for Tier 3 Students

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

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

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

Owner(s):

CF Pivot Team
CCT
ILT/SPED AC
AC

Timeline:

Monthly

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

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

- Leadership Club
- Science Club
- Art Club
- Video Club
- Origami Club
- Chess Club
- Card Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Saturday Academy
- A4 Springboard Reading
- Polynesian Dance Club

After school sports teams, including:

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

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2022-2023 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
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Office Assistant - 2 hours a day	14,624.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports students with Tier II & III needs	48,520.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports students with Tier II & III needs	51,512.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support student engagement (Office Depot, Vallarta, various PO's)	61,922.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			RCA extra time to support student engagement	5,214.00
G3A3	One-time School	Instruction	Oth Cls-Supp			Supplemental contracts for after school tutoring to support student learning (college students)	7,593.00
G3A3	One-time School	Instruction	Mat & Supp			: Materials & supplies to support student engagement (SOAR, sports, field trips, etc.) **No food or incentives**	10,000.00

\$199,385.00

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	✓		91.68 %	2021-2022	96.78 %

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.

Roeding exceeded the expected growth in the Overall Sense of Belonging Domain. The original goal was 80.72%. Roeding experienced positive growth in Operational Environment, as reflected in Panorama Staff Survey, with a 91% average approval rate. Roeding Elementary will increase the percentage of overall positive sense of belonging domain by 5%.

Current Staff Goal:

Roeding made a collective effort to ensure that all staff felt valued and empowered to achieve their greatest potential.

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
- Continue to 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 all on campus.

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

Due to pandemic restrictions, Roeding modified several of the planned activities for the year. Most events were conducted virtually in accordance with COVID health and safety guidelines.

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:

- Limitations imposed as a result of the pandemic and returning to in-person learning
 - Staff infrequently met in-person for health and safety considerations
- Limitation on time and space during PL/PLC meetings
 - CBA side letter restricted time allotted for PL and PLC planning
 - Staff infrequently met in-person for COVID health and safety considerations

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 2022-23 SPSA.

Changes that will be made for the 2022-2023 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
- 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.

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

1 SSC:

SSC gave feedback before writing SPSA on March 2, 2022, which included input on continuing with school-wide student incentives and materials and supplies as their top priorities. SSC members also felt that building fellowship was essential to creating an environment where everyone feels valued. SSC reviewed final SPSA on March 30, 2022, for approval.

2 ELAC:

ELAC members had an opportunity to give feedback before writing SPSA in March 2022. ELAC members' feedback is around building our cultural proficiency.

3 Staff:

Staff shared interest/feedback on adjustments to 2022-2023 SPSA via ILT/PLC members completing a needs assessment and requests to Admin. Admin included all requests in budget/SPSA options. Staff voted on options at Staff Meeting on March 24, 2022. Staff feedback prioritized materials and supplies, student engagement/incentives and SEL support staff as top priorities. Staff believes that these areas help create an environment where students and staff feel valued and empowered to reaching their greatest potential.

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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Fresno Unified School District Staff Survey

Owner(s):

Principal
VP
CCT
CCS

Timeline:

Winter 2022
Spring 2023

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

Site Level Survey

Owner(s):

CCT

Timeline:

Spring 2022
Fall 2022

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

Every staff member will participate in Cultural Proficiency Learning.

Owner(s):

VP
CCT
Instructional Coach
TSA

Timeline:

Three times per year

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- ILT and CCT ongoing collaboration and collective site commitments identified to target needs and supports
- ILT and CCT collaboration on increasing sense of belonging
- Establishing a liaison for each subgroup: 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 the 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-in's" with staff members
- Monthly Fellowship which includes meals/potlucks
- Staff potlucks
- 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 4 times per year
- Jitters/Dutch Bros. coffee vendors
- Krazy Karen team building activities
- 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

Specify Professional Development or Staff Services to support EL students:

- Professional development will be provided on how to utilize specific ELD 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.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
 - Deconstruction of EL Standards
 - Specific EL Strategies
 - Analyze data for common assignments in order to monitor and make instructional decisions.
- Dual Language teachers will attend ATDLE Two-way and Dual Language Education Conference in the 2022-2023 school year.

Specify Professional Development or Staff Services to support low-performing student groups:

- 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 common understanding of MTSS framework.
- School-wide CCI process will be implemented to ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need related to instruction and/or professional learning 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 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 instructional needs by student by need.
- Goal-setting and data analysis chats will be scheduled following district and state benchmark assessments
- Develop a plan to ensure that all students have opportunities to become familiar with:
 - 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, talk and in the continued focus on building effective Professional Learning Communities.
 - building collective efficacy in the area of responding to intervention (**Daily Dive**)
- DI teachers will attend ATDLE Two-way and Dual Language Education Conference conference in 2022-2023 school year.
- Supervisor conducts monthly coaching/support/monitoring of SPSA Goals, Actions and Outcomes.

2022-2023 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 funding (POs-staff shirt vendors, food vendors, Vallarta, 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	✓		83.33 %	2021-2022	88.33 %

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.

Current identified actions in SPSA were difficult to implement due to the COVID health and safety restrictions. Many of our school-wide events were canceled or held virtually due to these restrictions. These include Back to School Night, Parent-Teacher Conferences, ELAC, SSC and Community Coffee Hours. Roeding's focus has been that all feel safe and secure while on campus, which includes all parents and caregivers.

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

Due to COVID, all in-person events were canceled. Virtual events such as Community Coffee Hour, SSC, ELAC and Back to School Night were not well attended. Technology and limited internet access were barriers to parent involvement.

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).

All of the in-person events were cancelled/limited due to pandemic restrictions caused by increased COVID-19 cases in Fresno County. We were unable to host many of the planned and budgeted events. Any expenditures set aside for these events were transferred to Materials & Supplies for classroom instruction and incentives and were approved by our SSC.

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 2022-23 SPSA.

Changes that will be made for the 2022-2023 school year to achieve this goal are:

- Increase parent involvement by providing additional educational opportunities by at least 5%
- Increase parent involvement by providing additional social opportunities by at least 5%

- Increase parent participation in school committees by at least 5%.

These changes can be found in Parent Engagement under Goal 5, Action 1.

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

1 SSC:

SSC gave feedback before writing SPSA on March 2, 2022, which included input on continuing with school wide student incentives and materials and supplies as their top priorities. SSC members also felt that building fellowship was essential to creating an environment where everyone feels valued. SSC to review final SPSA on March 30, 2022 for approval.

2 ELAC:

ELAC members had an opportunity to give feedback before writing SPSA in March 2022. ELAC members feedback is around building our cultural proficiency.

3 Staff:

Staff shared interest/feedback on adjustments to 2022-2023 SPSA via ILT/PLC members completing a needs assessment and requests to Admin. Admin included all requests in budget/SPSA options. Staff voted on options at Staff Meeting on March 24, 2022. Staff feedback prioritized materials and supplies, student engagement/incentives and SEL support staff as top priorities. Staff believes that these areas help create an environment where students and staff feel valued and empowered to reaching their greatest potential.

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](#)

Fresno Unified Parent Survey

[Owner\(s\):](#)

VP

Home School Liaison

[Timeline:](#)

Winter 2022

Spring 2023

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

Social and educational learning opportunities through Community Coffee Hour

Owner(s):

Principal
VP
TSA
Parent University

Timeline:

Academic School Year

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

Parent University will provide educational learning opportunities using modules developed according to parent need.

Owner(s):

Parent University
Home School Liaison
TSA
Instructional Coach

Timeline:

Throughout Academic School Year

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

To improve parent access, we will provide technology and media in the Parent Center.

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

- monthly community coffee hours
- power point presentations uploaded to Roeding website

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

Resources needed:

- Incentives such as food, clothing and other materials and supplies
- Extra pay contracts for translation/babysitting
- Supplies for communication/advertising
- Handbooks, banners, graphics

Specify Direct Service and Opportunities for parents and families to support EL students:

- Parent University
- HACER (Parent Spanish Literacy Group)
- Community Coffee Hour in Spanish
- ELAC
- ELPAC goal-setting conferences
- Parent Teacher Conferences in home language
- Weekly principal's message in Spanish
- Communication provided in primary language

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Title I parent meeting (Back to School Night) with Fresno PARCS & Rec
- Parent Teacher Conferences
- Family Barn Dance Night
- Open House (Fresno PARCS & Rec)
- ELAC/SSC
- Community Coffee Hours
- Parent University
- Donuts with Dad/Muffins with Mom
- Semester Awards Assemblies
- Parent Center technology
- Krazy Karen
- Food vendors at Open House
- Weekly principal's messages

- Schoolwide Class Dojo communication

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
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			Graphics for family communication (Student/Parent Handbooks, etc.)	844.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics (banners, posters, certificates, etc.)	2,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			: Graphics (student/parent handbook, banners, posters, certificates, etc.)	1,000.00

\$5,820.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0385 Roeding Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	13,062.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,191.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online and paper subscriptions (i.e.-Peardeck, Scholastic Readers, Time For Kids, Seesaw, etc.)	9,888.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student classroom supplies to support instruction **No food or incentives**	3,793.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for classroom support (Wonders supplemental curriculum)	156.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier III Reading Intervention (RTI)	25,463.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair & maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier III Reading Intervention (RTI)	26,525.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	5,520.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental contracts for Dual Immersion tutoring after school	3,925.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & supplies to support student instruction	928.00
G1A1	LCFF: EL	Instruction	Travel			ATDLE Conference (Dual Immersion)	6,657.00
G1A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			: Dual Immersion books, subscriptions, cultural diversity	1,500.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated Subs	5,000.00
G1A1	One-time School	Instruction	Oth Cls-Sub			Classified Subs	15,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support student learning: (i.e.-Smart TV's, digital document cameras, charging stations, etc.)	13,973.00
G1A2	One-time School	Instruction	Mat & Supp			: Office Depot (Printer Ink, standing computer desks, other instructional items) **No food or incentives**	22,640.00
G1A2	One-time School	Instruction	Travel			: Grading from the Inside Out Workshop (Solution Tree)	10,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Certificated substitute teachers (ELPAC, MLD, TNTP, SST, IEP, peer observations)	6,003.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated substitute teachers (ELPAC, MLD, TNTP, SST, IEP, CCI, peer observations, etc.)	5,145.00
G1A3	One-time School	Instruction	Nc-Equipment			: Classroom technology to support instruction (smart TV's, standing desks, earphones, etc.)	35,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Evo Bluestein (American Folk Dance) Krazy Karen (Fun Works)	7,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Folklorico Instructor to be determined - : Teach and build cultural proficiency for our Dual Immersion Program	15,000.00
G2A2	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Alyssa Ramirez (ID# 1071616) - RCA to support students in developing skills and experiences through	12,477.00

G2A2		Instructional Library, Media & Te	Cls Sup-Reg		0.3750	real-world application 'G3A1'	17,477.00
G3A1	Sup & Conc	Instructional Supervision & Admi	CI&Tech-Reg	Assistant, School Office	0.2500	Office Assistant - 2 hours a day	14,624.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports students with Tier II & III needs	48,520.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive behavior supports students with Tier II & III needs	51,512.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support student engagement (Office Depot, Vallarta, various PO's)	61,922.00
G3A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			RCA extra time to support student engagement	5,214.00
G3A3	One-time School	Instruction	Oth Cls-Supp			Supplemental contracts for after school tutoring to support student learning (college students)	7,593.00
G3A3	One-time School	Instruction	Mat & Supp			: Materials & supplies to support student engagement (SOAR, sports, field trips, etc.) **No food or incentives**	10,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Appreciation funding (POs-staff shirt vendors, food vendors, Vallarta, 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			Graphics for family communication (Student/Parent Handbooks, etc.)	844.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics (banners, posters, certificates, etc.)	2,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			: Graphics (student/parent handbook, banners, posters, certificates, etc.)	1,000.00

\$479,051.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,860.00
Sup & Conc	7090	\$232,758.00
LCFF: EL	7091	\$51,200.00
One-time School	7099	\$127,233.00
Grand Total		\$479,051.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$224,369.00
G2 - Expand student-centered and real-world learning experiences	\$34,477.00
G3 - Increase student engagement in their school and community	\$199,385.00
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	\$5,820.00
Grand Total	\$479,051.00