

Roeding Elementary

10621666006464

Principal's Name: Debbie Duran

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Debbie Duran', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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		X			
3. Secretary – Cynthia Rodriguez			X		
4. PAC Representative – Victoria Johnson				X	
5. Maria Lara		X			
6. Cera Brown		X			
7. Marlana Jone		X			
8. Shelby Baker				X	
9. Marisol Rosales				X	
10. Noah Byers				X	
11. Samuel Ramsey				X	
12. Cassondra Rodriguez				X	
13.					
14.					
15.					

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

Required Signatures

School Name: Roeding Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran		3/12/25
SSC Chairperson	Joshua Lee		3/12/25

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

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

FY 2025/26

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$86,250 *
7090	LCFF Supplemental & Concentration	\$273,066
7091	LCFF for English Learners	\$73,920

TOTAL 2025/26 ON-SITE ALLOCATION	\$433,236
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,500
Program Budget	\$83,750
Total Title I Allocation	\$86,250

ESSA Assistance Status: Not Identified for Assistance

Roeding Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		36 %	2023-2024	41.1 %
SBAC ELA - Average distance from standard	✓	-59 pts	-58.5 pts	2023-2024	-43.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.96 %	31.3 %	2023-2024	36.3 %
SBAC Math - Average distance from standard	✓	-69.7 pts	-66.9 pts	2023-2024	-51.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	33.28 %	26.2 %	2023-2024	31.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Roeding's problem of practice based on the metrics in this current goal:

- Students are not on grade level for ELA and Math.
 - School-wide iReady: ELA is 24.8% on or above grade level; 75.2% is below one or more grade levels. Math 21.3% on or above grade level; 78.7% is below one or more grade levels
 - 3rd-6th SBAC: ELA 31.3% on or above grade level; 68.7% is below one or more grade levels. Math 26.2% on or above grade level; 73.8% is below one or more grade levels
- African American students and Students with Disabilities scored significantly lower than the overall student population in ELA and Math.
 - ELA - Average distance from the standard (African American) -106 pts; Math - Average distance from the standard (African American) -129 pts, compared to all students with ELADFS -62 and Math DFS -72.
 - ELA - Average distance from the standard (Students w/ Disabilities) -112 pts. Math - Average distance from standard (Students w/ Disabilities) -141 pts compared to all students with ELADFS -62 and Math DFS -72.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes of why students struggle to reach grade-level proficiency in ELA and Math.

- Reading- Students lack foundational skills, contributing to a lack of Reading Comprehension Skills.
- Reading- Students lack writing skills for grade-level text.
- Math- Students lack number sense, conceptual understanding, and problem-solving skills.
- Math- Students' lack of mathematical foundational skills contributes to their inability to understand grade-level word problems and math tasks
- New Curriculum was purchased- SWUN- Teachers needed additional Professional Learning for support

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and Math, including African American students and Students with Disabilities, Roeding will:

- Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process
 - ELA: (K-2) Professional Learning for Teachers to support foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies
 - ELA: (3-6): Professional Learning on utilizing Claims and targets to support Instruction. Use FIABs and IABs to support rigor and provide support with the PLC Process.
 - Math: Professional Learning for K-6- MLD Process, SWUN Curriculum, and Math Talks.
 - Additional PL is needed for number sense, conceptual understanding, and problem-solving.
- Strengthen and expand Tier II and Tier III targeted interventions for students below grade level.
- Provide professional development for teachers on effective instructional strategies in ELA and Math, including Culturally Responsive Teaching, to meet the needs of all students, including African American students and Students with Disabilities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA KINDER-3RD GRADE

Partially Implemented

Actions were partially implemented because not all teachers participated in the Good to Great learning before school started. Only six out of fourteen K-2nd teachers participated in Good to Great this summer. The remaining teachers will receive professional development throughout the school year. In addition, Moreno Interns supporting all K-1st grade classrooms were not all hired until 2nd quarter. There was effective Tier 2 ELA intervention within Daily Dive time in the classrooms and Rocket Time reading intervention utilizing classroom teachers, certificated tutors, TSA, and (3) teaching fellows.

Action 2: ELA 4TH-6TH GRADE

Partially Implemented

The actions were partially implemented because teachers continue to develop knowledge about lesson internalization and plan rigorous learning experiences at the Tier 1 level. Teachers also continue to build capacity for

implementing ELD lessons and designing interventions based on students' needs.

Action 3: MATH KINDER-6TH

Fully Implemented

Actions were fully implemented through a partnership with the SWUN math coach, monthly professional development opportunities for teachers, co-teaching, and math planning cycles.

- Teachers in 3rd-6th grade have begun to implement parts of the SWUN Math strategies and curriculum.
- The K-2nd grade teachers had professional development in building math fluency.
- The site identified three high-leverage strategies to focus on this school year.
 - A/B partners
 - Anchor charts
 - Guided practice-building teacher clarity
- There was effective Tier 2 Math intervention within Daily Dive time in the classrooms.
- The site purchased Reflex/Frax to build student math fluency.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA KINDER-3RD GRADE

Partially Effective

The actions were partially effective, as the teachers who participated in Good to Great training were the most effective in their small-group instruction. Roeding will continue to utilize site-funded CT, teaching fellows, academic coach, and Moreno Interns to support, strengthen, and maintain high expectations for literacy-rich Tier I and Tier II classroom instruction. Data shows proficiency growth in iReady D1 to D2 in Reading Foundational skills; therefore, every effort will be made to continue the progress toward positive student outcomes.

Action 2: ELA 4TH-6TH GRADE

Partially Effective

The actions were partially effective as students grew 5.37% from D1 to D2 and 1.6% compared to D1 to D2 growth last year in iReady ELA. The teachers who participated in ELD training had the highest effectiveness in their small-group instruction. Roeding will continue to utilize site-funded CT, teaching fellows, academic coach, and Moreno Interns to support, strengthen, and maintain high expectations for literacy-rich Tier I and Tier II classroom instruction. Data shows proficiency growth in iReady D1 to D2 in Reading Foundational skills; therefore, every effort will be made to continue the progress toward positive student outcomes.

Action 3: MATH KINDER-6TH

Effective

The actions were effective as students grew 14.8% from D1 to D2 and 4.6% compared to D1 to D2 growth last year in iReady Math. There was consistent Math PL for teachers to learn research-based instructional strategies, and small group Math intervention was implemented during Daily Dive. Roeding will focus on a year-round Math PL for staff to utilize the Academic Coach and lead teachers to support, strengthen, and maintain high expectations for Tier I and Tier II classroom instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For Academic Achievement in ELA and Math, the current changes will take place for 25-26 school year:

- Additional Tutoring Contracts will be provided for Certified teachers to provide after-school tutoring, explicitly targeting our African American students and English Language Learners.
- Additional Planning Days will be provided for Teachers for PLC Planning and grade-level walkthroughs.
- Professional learning is needed to support the PLC+ process and build teacher capacity in implementing effective research-based Math PL around mathematical practices, SWUN math, and small group RTI.

We will continue to focus on the regional literacy work in reading foundational skills in K-2nd grade, Rocket Time (RTI) with the Academic Coach, teaching fellows in reading, PLC+ cycles that provide data-driven instructional decisions, CFA, FIABs, IABs, and good first teaching. We will have quarterly PLC planning for highly effective ELA and Math instruction using subs for PLC planning days and peer observations to observe best practices with support from admin, Academic Coach, and highly effective teachers. The admin will hold quarterly teacher data chats to review progress monitoring, goal setting, targeted students, and classroom walk-throughs, followed by targeted teacher feedback. The admin and academic coach will focus on PLCs to maintain a level of accountability and support PLCs on time with the following steps to achieve goals.

- Reduction from two to one 0.75 RCA.
- Contracted services with Generation Changers Mentoring Program: (2 mentors @4 hours daily)

Section D: 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.

SSC:

SSC named the following as the most important:

- Certificated tutor for the RTI program
- Substitutes for teacher collaboration days
- Instructional materials

ELAC:

ELAC named the following as the most important:

- Substitutes for teacher collaboration days
- Certificated tutor for the RTI program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Staff:

Staff named the following as most important:

- Instructional Materials
- Certificated Tutor for RTI Program
- Teaching Fellow paraprofessional to support with reading intervention and Kindergarten

Action 1 :

LITERACY

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted and differentiated instruction focusing on students reading on grade level and beyond.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will receive Daily Tier 1 instruction on grade level for 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, academic coach, certified tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.
 - Tier 1 and 2 support will be provided by the classroom teacher and PLCs during **Daily Dive**.

- 3 (3.5 hours) Teaching Fellows and 2 (4 hours) Generation Changers Mentors
- The academic coach, certificated tutor, teaching fellows, and RSP teacher will provide Tier 2 and 3 support (for students reading **1 Year Below GL** and **2+ Years Below GL**).
- All staff will maintain a common understanding of the MTSS framework and continue building knowledge by improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices through building efficacy of Tier 1 teaming structures (i.e., ILT, PLC, CCT) and consistent implementation of Districtwide discipline guidelines.
- Provide professional development for teachers to analyze students' reading foundational needs, determine and address the skills students need to succeed in grade-level content, align assessment implementation, and plan differentiation using a standards-based rubric. Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Materials utilized may include Wonders materials such as leveled readers and Wonder Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works, and Time for Kids, increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom and resources, materials, and supplies for instruction, including graphics.
- Teachers will have sub-release days to attend lesson studies, classroom visits, Data Chats, SSTs, and IEPs. Teachers and ALL students will hold quarterly goal-setting chats to discuss their i-Ready goals, common assessment goals, EL re-classification goals, and attendance goals, as applicable.
- To enhance the instructional program, opportunities will be sought to build content knowledge and experiences through assemblies, a hands-on Bricks for Kids science lesson, guest speakers, etc.
- Incentives for student growth

Fresno High Regional Literacy Project:

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

English Language Learners

- **English Language Arts:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange low-performance group, with 76.7 points below the standards met on SBAC 2024. This is an increase of 33.9 points from the 2023 SBAC, which consists of 52 students. However, English Language Learners are progressing toward English language proficiency, with 36% progress in the orange low-performance group.
 - According to the California Dashboard, Roeding Recently Reclassified English Language Learners are 29.1 points above standards met on SBAC 2024, which consists of 14 students, compared to English-only students who were 67.9 points below standards met and increased by 8.6 points, which consists of 218 students.
- **Mathematics:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange low-performance group, with 72.9 points below the standards met on SBAC 2024. This is an increase of 26.1 points from the 2023 SBAC, which consists of 53 students. However, English Language Learners are progressing toward English language proficiency, with 36% progress in the orange low-performance group.
 - According to the California Dashboard, Roeding Recently Reclassified English Language Learners, consisting of 17 students, scored 8.8 above the standards met on SBAC 2024 in Math, compared to English-only

students, who scored 79.1 points below the standards met and increased by 15 points, consisting of 218 students.

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

Roeding will utilize Title 1 funds to contract California Teaching Fellows to support our Tier 3 Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 4 days weekly through a deployment model with the classroom teachers, Academic Coach, Certified Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

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

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

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

- We will consistently use academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. Teachers will utilize specific ELD strategies guided in the Wonders ELD section, including multicultural experiences with real-world experiences and designated support for developing language proficiency. Integrated language support will be provided throughout the instructional day, and teachers will incorporate ELPAC-type tasks into their daily instruction.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students and plan targeted instruction.
- The team will provide ongoing progress monitoring, including goal-setting data chats based on ELPAC results. EL re-classification goal-setting reports will be shared with teachers, students, and parents.
- EL students will receive integrated and Designed ELD instruction daily through differentiation.
- The academic coach will provide Professional Learning alongside District EL Coach support for ELD instruction, including deconstructing ELD Standards, implementing Teaching and Learning Cycles with specific ELD strategies, and analyzing data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.

Parent Engagement:

- The site will provide EL Parent Training on the ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy and include EL parent support in sustaining EL students' home language and developing multi-lingual proficiency.
- Define a transparent process to ensure EL parent participation in developing the SPSA and other EL matters (ELAC).
- Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- A Home School liaison will be utilized for home/school communications, Family Engagement Hour in collaboration with Parent University, ELPAC goal-setting conferences, an ELPAC Assembly to promote test-taking strategies and the importance of goal-setting, parent-teacher conferences in the home language, a Parent Square district-wide communication platform, and Flyers in the primary language.
- All communication is provided in the primary language, including translators (Spanish, Hmong, ASL, and others). The marquee is updated with ongoing events/communication.
- Materials and supplies, including books to be used at home

Student Groups

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

English Learner (EL):

With Title 1 funds, we plan to support English Language Learners with supplemental materials and supplies as needed for differentiated support, including professional development for teachers and support staff.

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

English Learner (EL):

With 7090 and 7091, we plan to support English Language Learners with additional tutoring after school from classified and certificated support staff through supplemental contracts. We will add planning time for teachers and support staff. Teachers will implement the use of ELD lessons provided by the district EL service department with fidelity.

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

English Learner (EL):

- Teachers will consistently implement the use of academic discourse, talk moves/accountable talk, and Language Frames.
- Teachers and support staff will use ELPAC data in Ellevation to monitor and identify ELS academic progress and needs.
- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning in Math. We will add tutoring during the after-school program to support EL students.
- We will implement ELPAC goal-setting conferences with teachers and students.
- We will host an ELPAC Assembly to promote test-taking strategies and the importance of goal-setting.
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs that include resources to support at home.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning by:</p> <ul style="list-style-type: none"> • Teachers will effectively implement Tier 1 instruction with aligned assessments. • PLC teams will meet consistently to analyze data and adjust instruction. • Tier 2 and 3 interventions will be structured and targeted based on assessment results. • K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan • TK-6 grade teachers will participate in TLC professional development in collaboration with EL service partners. • Admin will schedule weekly classroom visits (Admin/AC) • Providing teacher feedback-following up on feedback • Identifying patterns and trends to align professional learning with site needs. • Utilizing the reading foundational skills tool and collective commitments walkthrough tools to collect data and provide feedback. <p>The outcome is measured by reading foundational skills walkthrough data focused on Best Practices, with a 70% yes on observation rating in Phonological and Phonic Awareness. Teachers, grade-level PLCs, and the admin monitor the outcomes.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will shape these behaviors by utilizing district benchmark, iReady Diagnostic reading assessments, including FSA and SBAC Interim assessments:</p> <ul style="list-style-type: none"> • Increased student engagement and literacy proficiency in all grade levels. • Growth in student performance on CFA, CSA, IAB, and FIAB assessments. • Effective collaboration within PLCs leads to refined instructional practices. • Strengthened intervention structures, resulting in accelerated progress for struggling readers. <p>These outcomes are measured by growth from assessment to assessment and through iReady Personalized Learning Lessons.</p> <p>The goal is to increase the number of students who meet their stretch growth by 20% in iReady D3 compared to D3 last year. Teachers, grade-level PLCs, and the admin will monitor the outcomes.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 31.3 to 36.3 and decreasing the distance from the standards met from -58.5 to -43.5.</p> <ul style="list-style-type: none"> • A significant increase in students reading at or above grade level, closing achievement gaps. • A sustainable, data-driven instructional culture embedded in PLC practices. • Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. • High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. <p>The Principal, ILT, CCT, PLCs, and teachers monitor outcomes.</p>

Action 2 :

MATH

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will receive Daily Tier 1 instruction on grade level for ninety minutes in Math, which includes whole- and small-group instruction for differentiation.
- Teachers will provide Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students), with guidance from the academic coach.

- Maintain a common understanding of the MTSS framework and continue building knowledge.
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices.
 - Continue building efficacy of Tier 1 teaming structures (i.e., ILT, PLC, CCT)
 - Continue to focus on consistent implementation of Districtwide discipline guidelines.
 - Consistent implementation of Math Lesson Design and supplemental SWJN materials for Tier 1 (curriculum, instruction, and assessment)
 - Tier 1 and 2 supports will be provided by the classroom teacher and PLCs during [Daily Dive](#).
- Provide professional development for teachers to analyze students' math foundational skills, determine and address the skills students need to succeed in grade-level content, align assessment implementation, and plan differentiation using a standards-based rubric. Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
 - Materials utilized may include Go Math, SWJN, additional supplemental resources, and materials to build students' math fluency, including Reflex and FRAX.
 - 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, and supplies for instruction, including communication and workbook materials from our graphics department
 - Teachers will have sub-release days to attend lesson studies, classroom visits, Data Chats, SSTs, and IEPs. Teachers and ALL students will hold quarterly goal-setting chats to discuss their i-Ready goals, common assessment goals, EL re-classification goals, and attendance goals, as applicable.
 - To enhance the instructional program, opportunities will be sought to build content knowledge and experiences through assemblies, a hands-on Bricks for Kids science lesson, guest speakers, etc.
 - Incentives for student growth
 - Extra time is needed for HSL, RCA, or other support staff.
 - The site will purchase a license to continue to use Reflex Math and FRAX math fluency platforms.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

See action 1

Student Groups

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

English Learner (EL):

- With Title 1 funds, we plan to support English Language Learners with supplemental materials and supplies as needed for differentiated support, including professional development for teachers and support staff.

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

English Learner (EL):

- With 7090 and 7091, we plan to support English Language Learners with additional tutoring after school from classified and certificated support staff through supplemental contracts. We will provide additional planning time for teachers and support staff. Teachers will implement the use of ELD lessons provided by the district EL service department with fidelity in order to access the math content.

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

English Learner (EL):

- Teachers will consistently implement the use of academic discourse, talk moves/accountable talk, and Language Frames when teaching Math.
- Teachers and support staff will use ELPAC data in Ellevation to monitor and identify ELS academic progress and needs.
- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning in Math. We will add tutoring during the after-school program to support EL students with Math content.
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs that include Math resources.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- Alignment with math foundational skills and number sense from K-6 grades.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement and cross-curricular literacy proficiency in all grade levels across content areas.
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments.
- Effective collaboration within PLCs which leads to refined instructional practices.
- Strengthened intervention structures, resulting in accelerated progress for struggling readers to access content in Math.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students at or above grade level, closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong number sense and fluency in early grades.
- High teacher efficacy in delivering rigorous, differentiated cross-curricular literacy instruction aligned with student needs with accessing Math content.

2025-2026 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	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Tier 2 & 3 Reading Intervention (3 tutors 4X per week for 4 hours daily)	39,750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2300	Certificated Tutor to support Tier 2 & 3 reading intervention (Rocket Time RTI)	36,687.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC Planning, Data Chats, SSTs, IEPs, ILT & CCT classroom walks, professional learning including MLD, TLC, ILT & CCT Walks)	29,818.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support student engagement (Villarta, Office Depot, Amazon, Lowes, etc.)	57,234.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology to support instruction, Smart TVs, standing desks, earphones, voice amplifiers, document cameras, laptops, and charger replacements.	12,000.00
G1A1	Sup & Conc	Instruction	Travel			Attend Professional Development such as ATDLE Two Way Dual Language Conference, Corwin-PLC+, etc.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Tier 2 and 3 literacy.	5,693.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor to support Tier 2 & 3 reading intervention (Rocket Time RTI)	31,900.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 2025: 146 hours, two teachers, and snacks	7,969.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Multilingual materials and supplies (books, subscriptions, culturally diverse resources.	746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support student instruction	9,671.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Site licenses for classroom support workbooks, supplemental materials SWUN, Reflex Math, Frax, Scholastic First, Scholastic Word, ESGI etc.	25,131.00
G1A2	LCFF: EL	Instruction	Travel			Attend Professional Development such as ATDLE Two Way Dual Language Conference, Corwin-PLC+, etc.	5,000.00

\$267,099.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.5 %	91.2 %	2024-2025	93.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in the student-centered/real-world experiences domain on the Fall Climate & Culture student survey increased by 2% from Fall 2023 to 2024, with an overall average of 91%, 6% higher than the district average. For specific student groups, we maintained a 90% average in the student-centered/real-world experiences domain for African American students, increased by 1% for Students with Disabilities, and increased by 4% in the White student group.

- 2023 Fall Survey: 89% of students reported favorably in the student-centered/real-world experience domain
 - African American student group: 90%
 - Students with Disabilities: 91%
 - White student group: 85%
- 2024 Fall Survey: 91% of students reported favorably in the student-centered/real-world experience domain
 - African American student group: 90%
 - Students with Disabilities: 92%
 - White student group: 89%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the primary reasons students are improving favorably in the student-centered/real-world experiences domain on the Fall Climate & Culture student survey.

- We will continue to focus on building a sense of belonging through specific actions aligned with the Climate & Culture Teams' collective commitments. We will also embed SEL skills throughout the instructional day.
- Our strong TST team includes two RCAs and an Intervention Specialist to support Tier II students' needs through structured skill-building intervention.
- There is a lack of adults/mentors on campus to implement clubs, expand structured recess, and provide meaningful jobs for students.
- Lack of students participating in after-school A4 tutoring and/or After School Program.
- The connection between student-centered/real-world experiences and learning needs to be explained more intentional.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve the results of the Students Climate and Culture Survey, Roeding will:

- Increase opportunities for students and families to participate in real-world learning experiences.
- Hire more mentors that focus on student-centered/real-world experiences.
- Offer supplemental contracts/incentives to staff members to organize and manage student clubs 2x a year.
- Hire more tutors to support A4 after-school tutoring and staff for The After-School Program to allow more students to attend.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: STUDENT ENGAGEMENT THROUGH REAL-LIFE EXPERIENCES

Partially Implemented

The actions were partially implemented to meet the desired outcomes of creating a sense of belonging for students. Data shows an overall increase of 2% in the domain of student-centered/real-world experiences. To meet our desired outcome, Roeding will continue fully utilizing the Intervention Specialist caseload individually and in small group settings, as referred to by the weekly TST process. As a site, we will hire (2-3) mentors to support students in various ways. In addition, incentives should be increased for staff to participate in A4 after-school tutoring, and ASP staff should continue to be hired to increase student opportunities.

Action 2: EXPOSURE TO SCHOOL AND CAREER OPTIONS

Partially Implemented

The actions were partially implemented to meet the desired outcomes as the staff focus continues to be embedding SEL skills throughout the instructional day and providing students with real-world learning opportunities through extended learning.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: STUDENT ENGAGEMENT THROUGH REAL-LIFE EXPERIENCES

Effective

Roeding staff maintain high expectations through the collective commitments of our Climate and Culture Team at Roeding. We are committed to the investment and development of students with a strong sense of belonging and SEL competencies. We will continue to utilize staff as mentors who are ready to serve, listen, and support students when in need or who need additional guidance.

Action 2: EXPOSURE TO SCHOOL AND CAREER OPTIONS

Partially Effective

To meet this goal, we will offer a supplemental contract for 2-3 staff members to organize school-wide student clubs twice a year for 6 weeks to increase a more favorable response from students in the student-centered/real-world experience domain. We will also hire 2-3 mentors to support students in various ways.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate and Culture Team and Instructional Leadership Team will strengthen staff knowledge of the following school-wide programs to increase the number of favorable responses in the Fall Climate and Culture student survey regarding student-centered/real-world experiences.

- Increase the site budget to provide extra pay contracts for certified and classified staff for clubs and activities, including meaningful jobs, student clubs, Rocket Fuel tickets, endorsed attendance incentives, student council, and leadership club.
- Cultural Proficiency and Tier 1 engagement strategies ensure students in subgroups receive grade-level appropriate work and support in closing the learning gaps with a focus on the specific needs of subgroups.
- Provide additional PL for SEL Implementation to support Certificated and Classified Staff.
- Hire 2-3 mentors to support in various ways.

Section D: 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.

SSC:

SSC named the following as the most important:

- Certificated tutor for the RTI program
- Substitutes for teacher collaboration days
- Instructional materials

ELAC:

ELAC named the following as the most important:

- Substitutes for teacher collaboration days
- Certificated tutor for the RTI program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Staff:

Staff named the following as most important:

- Instructional Materials
- Certificated Tutor for RTI Program
- Teaching Fellow paraprofessional to support with reading intervention and Kindergarten

Action 1 :

STUDENT ENGAGEMENT

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Multi-tiered Support System (MTSS):

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

Opportunities will be sought to enhance the instructional program to build content knowledge and experiences through assemblies, FCOE hands-on science lessons (Science Mobile), guest speakers, mobile dairy classrooms, etc.

Current engagement opportunities include:

TK-Kinder- Read Across America

Grade 1- Junior Achievement, Read Across America

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

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

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

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

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

Roeding will offer the following clubs in 2025-2026:

- Leadership Club
- Girl Power Club
- Young Men of Character
- Regional Book Club
- African American Academic Acceleration (A4 Springboard Reading)

After-school sports teams include:

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

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

- TK-Chaffee Zoo
- Kinder-Story Land, Fresno County Library
- 1st-Chaffee Zoo

- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium & Mariposa Mining Museum, Scout Island
- 5th- San Jose Science Museum
- 6th-Calvin Crest Camp

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

- Fun Works-Magic Shows
- Evo Barn Dance
- Folkloric and Hip Hop Dance Club
- Video Gaming Truck, etc.
- Week of Code
- Meaningful Work
- Minecraft Club
- Junior Achievement
- Food Trucks

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

According to the California Dashboard:

- English Learners perform at a low level (orange) in ELA and Math performance areas.

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

- We will consistently use academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. Teachers will utilize specific ELD strategies guided in the Wonders ELD section, including multicultural experiences with real-world experiences and designated support for developing language proficiency. Integrated language support will be provided throughout the instructional day, and teachers will incorporate ELPAC-type tasks into their daily instruction.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students and plan targeted instruction.
- The team will provide ongoing progress monitoring, including goal-setting data chats based on ELPAC results. EL re-classification goal-setting reports will be shared with teachers, students, and parents.
- EL students will receive integrated and Designed ELD instruction daily through differentiation.
- The academic coach will provide Professional Learning alongside District EL Coach support for ELD instruction, including deconstructing ELD Standards, implementing Teaching and Learning Cycles with specific ELD strategies, and analyzing data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.

Parent Engagement:

- The site will provide EL Parent Training on the ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy and include EL parent support in sustaining EL students' home language and developing multi-lingual proficiency.
- Define a transparent process to ensure EL parent participation in developing the SPSA and other EL matters (ELAC).
- Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- A Home School liaison will be utilized for home/school communications, Family Engagement Hour in collaboration with Parent University, ELPAC goal-setting conferences, an ELPAC Assembly to promote test-taking strategies and the importance of goal-setting, parent-teacher conferences in the home language, a Parent Square district-wide communication platform, and Flyers in the primary language.
- All communication is provided in the primary language, including translators (Spanish, Hmong, ASL, and others). The marquee is updated with ongoing events/communication.
- Materials and supplies, including books to be used at home

Student Groups

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

With Title I funds, we plan to support English Learners by providing support to teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

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

With funds from 7090/7091, we plan to support English Learners and Students with Disabilities student groups by providing the following:

- Certificated and classified supplemental contracts to provide timely interventions, leading to immediate academic and behavioral improvements.
- We provide food, materials, and supplies to strengthen family-school connections through continued family events, reinforcing parent involvement and community engagement.
- Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.
- Increased student engagement as more clubs and enrichment opportunities become available.

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

- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners.
- Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.
- Success Together, Parent University, and Family Engagement Hour host parent engagement.
- Celebrating cultural holidays, such as Día de Muertos, Día de Las Madres, Día de Niño, Chinese New Year, etc.
- Dual Language Parent and Student Annual District Conference
- Dual Language Teacher and Administration Annual Conference
- Continued ELPAC and Professional Learning Opportunities for Teachers
- Students participate in targeted RTI opportunities built into their daily schedule
- Students participate in targeted support for ELPAC testing
- Students participate in targeted reading support through the Springboard Reading Program

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Increased student engagement as more clubs and enrichment opportunities become available. • Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance. • Staff will use student-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements. • Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement. • Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips. • Continued implementation of meaningful student jobs, providing leadership and responsibility opportunities.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions. • Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging. • Strengthening mentorship and club programs, fostering positive peer relationships, and leadership skills. • Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals. • Higher family participation in school events, with new activities tailored to community needs based on parental feedback. • A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being. • Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system. • A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students by need. • A diverse range of clubs and enrichment programs are embedded into the school culture, ensuring long-term engagement and student success. • Increased graduation rates and post-secondary readiness as students gain exposure to career pathways and real-world experiences. • A self-sustaining mentorship model where older students become mentors fosters a peer-to-peer leadership cycle. • A highly engaged school community with regular, well-attended family events and active parental involvement in school planning. • An established student employment program reinforcing life skills, responsibility, and career readiness. • A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

2025-2026 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	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand-to-hand mentoring to support attendance, academic, and SEL Skills through real-world learning experiences and a sense of belonging to a positive community.	44,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Evo Bluestein, Fun Works, Magic Plus etc. : Barn Dance, SOAR, Video Game Truck, Fun Works, Dance Hip Hop	12,858.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL, RCA, extra time to support student engagement	8,280.00
G2A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC Planning, Data Chats, SSTs, IEPs, ILT & CCT classroom walks, professional learning including MLD, TLC, ILT & CCT Walks)	8,470.00

\$73,608.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		25.3 %	2023-2024	24.8 %
Suspension Rate	✓	1.57 %	2.3 %	2023-2024	1.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Roeding is committed to improving student attendance and reducing suspension rates to create more supportive and practical conditions for learning in each of our classrooms. Despite efforts to address chronic absenteeism and suspension rates, our school has not achieved the desired targets. Chronic absenteeism is slightly above the target, but the suspension rate is higher than the target. This discrepancy suggests that while some progress has been made in reducing absenteeism, underlying issues contributing to higher suspension rates must be addressed. Recent data indicates that we are not meeting our targets in these areas:

- In 2024-2025 current school year, African American students account for a suspension rate of 7.8%.
- In the 2023-2024 school year:
 - African American students made up 5.4% of the suspension rate, with suspended at least one day.
 - Students with Disabilities accounted for 4.5% of student population that was suspended at least one day.
 - English Learners accounted for 1.7% of student population that was suspended at least one day.
- In 2023-2024 African American students declined by 7.9% in chronic absenteeism, however, this student group continues to be the highest with 35.7% chronic absenteeism.
- In 2023-2024 Students with Disabilities declined by 7.9% in chronic absenteeism.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Major causes for Chronic Absenteeism:

- School avoidance due to repeated exposure to trauma
- Lack of transportation and other necessary items to be prepared for school (clean clothes)
- Families not engaging in Attendance Meetings

- Lack of understanding of attendance policies
2. Major causes for an increase in Suspension Rates:
- Students exposed to and experiencing trauma
 - New staff not fully implementing Tier 1 classroom procedures
 - Students struggling in academics, which lead to behaviors in the classroom

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic Absenteeism:

- Continue to support and target interventions for at-risk students
- Continue to strengthen school-wide attendance intervention strategies for all students
- RCAs, IS, and HSL will continue to make individual connections with students who are near or at the chronic absenteeism rate
- Home visits by our HSL will be made consistently for those students who have high absenteeism rates
- Families are interviewed during attendance meetings, reasons of students not attending school are discussed. This leads to problem-solving with parents and the attendance team

Suspensions:

- Target strategic behavior intervention and support for our AA students
- Continue to provide targeted interventions for Tier II/Tier III through the TST/COSST process
- Continue to focus on Tier 1 classroom supports and Tier 1 playground supports
- Hire 2 Hand-in-Hand mentors who will provide SEL support for all students inside and outside of the classroom
- Follow the Discipline Guidelines binder for alternative means of corrections
- Leverage support staff (RCA, Hand Mentors, and Intervention Specialists) to make connections and offer support that focuses on SEL skill-building

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ATTENDANCE

Partially Implemented

Goal 3 has been partially implemented to increase daily attendance and decrease suspensions. We plan to continue the following:

Roeding's Attendance Protocols

- Connecting with parents/families regarding truancy concerns through phone call or Parent Square
- 1st Truancy Letter
- HSL Home Visitations
- 2nd Truancy Letter/Attendance Intervention Meeting
- TST/SART Meeting
- Post SART Meeting

- Referral to Regional CWAS

Attendance Incentives- Individual Students and Classroom

Tier 1 Structures

- Consistent Tier 1 instruction builds classroom conditions for learning which leads to student confidence and improved attendance.
- SEL-Morning Meeting, Second Step, calm down corners, meaningful work-classroom jobs, and buddy systems.
- Behavioral-STOIC, Champs, classroom management plans, clear expectations, guidelines for success, behavioral incentives, class-wide behavioral interventions, small group interventions, and positive behavior flipchart
- Academic Interventions: Tutoring, modified work, and small group intervention
- Attendance- connecting with parent s regarding phone call or Parent Square
- Health-nurse documentation in Atlas and yellow nurse's card when students are sent to the nurse's office

Tier 2/3 Structures

- School-wide referral process through TST
- Rocket Time RTI program
- Intervention Specialist
- AI4Youth
- SST/IEPs/Parent Meetings

Action 2: POSITIVE BEHAVIOR SUPPORT

Partially Implemented

Goal 3 has been partially implemented to increase daily attendance and decrease suspensions. We plan to continue the following:

- Maintain common understanding of MTSS framework and continue building capacity focusing on new hires
- Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices and schoolwide commitments
- Continue building efficacy of Tier 1 learning structures (i.e., ILT, PLC, CCT)
- continue to focus on consistent implementation of District-wide discipline guidelines
- consistent implementation of standard assurances for Tier 1 (curriculum, instruction, and assessment)
- RCA and Home School Liaison will provide home visits to support improving student attendance

Action 3: STUDENT ENGAGEMENT

Partially Implemented

The data demonstrates that there has been a slight negative increase that has impacted both our attendance and suspension rates. Based on the current metrics, chronic absenteeism for Roeding increased from our target by 0.6%. The suspension rate for Roeding increased from our target by 0.33%. Although we as a site are increasing the number of Goal 2 students in Atlas, there remains room for improvement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ATTENDANCE

Partially Effective

The action has been partially effective-Chronic Absenteeism for Roeding slightly increased from our target by 0.6%.

The Roeding Attendance team will continue to monitor those students at risk of becoming chronically absent by approaching the issue with prevention strategies rather than intervention strategies. Teachers will continue to build capacity and consistency around Tier 1 strategies inside and outside of the classroom.

Action 2: POSITIVE BEHAVIOR SUPPORT

Partially Effective

The action has been partially effective. The suspension rate for Roeding slightly increased from our target by 0.33%.

Roeding will continue to support social emotional learning through collective commitments to consistently teach each of the 5 core competencies and consistently use the District adopted discipline guidelines to ensure equitability.

Action 3: STUDENT ENGAGEMENT

Partially Effective

The action has been partially effective-This goal was written around entering students into ATLAS as engaging in athletics, arts, etc.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For the 2025-2026 school year,:

- Increase PL to support staff in consistently implementing Tier 1 classroom supports including the revised Levels of Misbehavior.
- Additional PL on Culturally Responsive Practices to support disproportionate student groups.
- Reduction from two to one 0.75 RCA.
- Contracted services with Generation Changers Mentoring Program: (2 mentors @4 hours daily)

Section D: 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.

SSC:

SSC named the following as most important:

- Certificated tutor for RTI program
- Substitutes for teacher collaboration days
- Instructional materials

ELAC:

ELAC named the following as most important:

- Substitutes for teacher collaboration days
- Certificated tutor for RTI program
- Teaching Fellow paraprofessional to support with reading

Staff:

Staff named the following as most important:

- Instructional Materials
- Certificated Tutor for RTI Program
- Teaching Fellow paraprofessional to support with reading

intervention and Kindergarten

intervention and Kindergarten

Action 1 :

ATTENDANCE

Action Details:

By June 2026, Roeding Elementary will decrease the amount of chronic absenteeism from the current 25.3% to our target of 24.7% while increasing the overall site ADA, supporting students to be on target to graduate as measured by District Attendance reports and District ADA reports.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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

- Work collaboratively with site administrators to design and implement interventions and supports, collect data, and monitor progress.
- The team meets quarterly to identify targeted supports based on student needs.
- Team approaches are based on the philosophy of the least restrictive accommodation before the student study team.

MAINTAINING ACCURATE ATTENDANCE RECORDS:

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

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

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

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

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

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

CHRONIC ABSENTEEISM AND TRUANCY:

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

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

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

ADDITIONAL SERVICE TO STUDENTS:

- Collective school-wide commitment to using the GVC Second Step for explicit social-emotional learning instruction to support positive behavior outcomes.
- Collective commitment to daily lessons that build a sense of belonging and create stability.
- Classroom Meetings and school-wide assemblies to promote the importance of daily attendance
- Incentives for students (SOAR)
- Semester award for Perfect Attendance and Awesome Attendance
- Certificates, pencils, and trophies at the end of the year for Perfect Attendance
- Office Assistant daily contact for non-cleared absences
- Attendance Compact and SART meetings with parents, HSL, IS, and VP
- Automated daily School Message for absence notification
- Teacher to Parent contact after 2 days of consistent absenteeism
- Materials and supplies
- Multi-tiered Support System (MTSS):
 - Maintain common understanding of MTSS framework and continue building capacity
 - Continue improving classroom Tier 1 (IPG tenets 1-3) and school-wide Tier 1 Climate and Culture practices and School Wide Commitments
 - Continue building efficacy of Tier 1 teaming structures (i.e., ILT, PLC, CCT)
 - Continue to focus on consistent implementation of District-wide discipline guidelines.
 - Consistent implementation of common assurances for Tier 1 (curriculum, instruction, and assessment)
 - RCA and Home School Liaison will provide home visits to support improving student attendance

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

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

Field trips are offered to each grade level, TK-6th, and are to be coordinated and communicated by the lead teacher and office manager.

- TK-Story Land
- Kinder-Story Land, Fresno County Library
- 1st-Chaffee Zoo

- 2nd-Chaffee Zoo
- 3rd-Fresno State Planetarium
- 4th -Monterey Bay Aquarium, Mineral Museum Mariposa, Scout Island
- 5th- San Jose Science Museum,
- 6th-Calvin Crest, Fresno City College

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. **Identify Student Group (list only one at a time) in Red and all the areas they are identified in.** *English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard). There are no student groups in the red zone in any area.*

English Language Learners

- **English Language Arts:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -76.7 points distance from standards met on SBAC 2024, an increase of 33.9 points from the 2023 SBAC, and includes 52 students. English Language Learners are progressing toward English language proficiency, with 36% progress in the orange, low-performance group.
 - According to the California Dashboard, Roeding recently reclassified English Language Learners are 29.1 points above standards met on SBAC 2024, which includes 53 students.
- **Mathematics:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -72.9 points distance from standards met on SBAC 2024, an increase of 26.1 points from the 2023 SBAC, and includes 53 students. English Language Learners are progressing toward English language proficiency, with 36% progress in the orange, low-performance group.
 - According to the California Dashboard, Roeding recently reclassified English Language Learners are 8.8 above standards met on SBAC 2024 in math, which includes 17 students.

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

Roeding will continue to focus on increasing daily attendance with consistent implementation of the MTSS model through Title 1 funds to contract 3 tutors from California Teaching Fellows that will support our Tier2 & 3 reading Intervention. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, Certificated Tutor, Teaching Fellows (in grades 1-6), and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by Certificated Tutor, Teaching Fellows (in grades K-6), and RSP teacher
- 3 (3.5 hours) Teaching Fellows will support grades K and 1 classrooms with a tutor assigned to each class
- Classroom technology to support student learning will be provided to each classroom
- Classrooms will be provided with supporting materials through the GVC (Guaranteed Viable Curriculum)

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

Roeding will continue to focus on increasing daily attendance with consistent implementation of the MTSS model through Tier 1 first good instruction in ELA throughout the year in professional learning, classroom observations, and teacher feedback using the IPG tool as well as the PLC Rubric.

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences with 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 reclassification goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.

- Ongoing progress monitoring by teachers, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided by AC with District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.

Student Groups

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

Roeding will utilize Title 1 funds to contract 3 tutors from California Teaching Fellows that will support our Tier 2 & 3 reading Intervention. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, Academic Coach, Certificated Tutor, Teaching Fellows (in grades 1-6), and support staff. Kindergarten students will receive differentiated instruction within their classroom.

- Consistent Tier 1 instruction builds classroom conditions for learning which leads to student confidence and improved attendance.
- Tier 2 and 3 support (for **1 Year Below GL** and **2+ Years Below GL** students) will be provided by Certificated Tutor, Teaching Fellows, and RSP teacher
- Classroom technology to support student learning will be provided to each classroom.
- Classrooms will be provided with supporting materials through the GVC (Guaranteed Viable Curriculum)

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

Roeding will utilize 7090/7091 funds to contract a Certificated Tutor that will support our Tier 3 reading intervention. Students will participate in forty-minute RTI sessions 4 days per week through a deployment model with the classroom teachers, Teaching Fellows, and support staff. We plan to support our African American, Students with Disabilities and English Learners by continuing to focus on Tier 1 first good instruction in ELA and Math throughout the year in professional learning, classroom observations, and targeted teacher feedback.

- Materials and supplies to support student engagement
- Certificated subs to support data chats, planning days, ILT/CCT walks, etc.
- Staff fellowship to support classroom/student connectedness
- Classroom technology to support daily instruction
- Professional Learning to support the ongoing capacity building of each teacher
- External Vendors to support SOAR celebrations Ex. Fun Works, Video Game Truck, Reptile Ron
- HSL and RCA to support student engagement
- CT to support Tier 3 reading
- Classified tutoring support of student learning and opportunities for real-world experiences

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

Roeding Elementary will decrease the amount of chronic absenteeism by continuing to focus on MTSS model through Tier 1 good first instruction in ELA and Math throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool and PLC+ Rubric.

- We will embed the consistent use of academic discourse, talk moves/accountable talk, and Language Frames during integrated and designated ELD instruction. Teachers will utilize specific ELD strategies guided in

- the Wonders ELD section and include multicultural experiences with real-world experiences.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data 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-classification goal-setting reports will be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teacher, AC, and CT.
- Intervention time as needed.
- EL students will receive integrated and Designed ELD instruction daily through differentiation.
- The Academic Coach will provide Professional Learning with District EL Coach support to support ELD instruction.
 - Deconstruction of ELD Standards
 - Teaching and Learning Cycles with specific ELD strategies implemented
 - Analyze data for common assignments to monitor and make instructional decisions
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Chronic Absenteeism:

- Decrease chronic absenteeism by 5%
- Increase overall ADA by 5%
- Increase number of students meeting standard on grade-level CFAs, CSAs, FIAB's, and IAB's
- Decrease number of students receiving Tier 2 & 3 Academic Supports
- Decrease suspensions for All student groups (meet target of 1.5% overall)
- Increase number of students attending and receiving school-wide attendance incentives by 5%

Suspensions:

- Increase student engagement in morning meetings and Second Step SEL lessons, leading to improved self-awareness and emotional regulation
- Increase the consistent implementation of Tier 1 strategies

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Chronic Absenteeism:

- Maintain chronic absenteeism to 15% or less
- Decrease Distance from Standard by 15 pts or more each year
- Increase percentage of students meeting or exceeding standards on SBAC in ELA and Math by 10%
- Decrease suspension rates to 1.5% for All students
- Increase number of students that are reclassified each year
- Improve family relationships between school and staff (as measured by District Climate and Culture Survey)
- Maintain decreasing number of students receiving Tier 2&3 Academic Supports

Suspensions:

- Decrease in office discipline referrals (ODRs) from implementation of proactive behavior supports
- Increase positive adult-student relationships through

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Chronic Absenteeism:

- Improved academic performance-decrease Distance from Standard by 15 points or more each year
- Increase % of students meeting or exceeding standards on SBAC in ELA and Math by 10%
- Eliminate LTELs by continuing to increase ELs who are being reclassified on time
- Maintain decreasing number of students receiving Tier 2 & 3 Academic Supports

Suspensions:

- Continued reduction in behavioral incidents and an overall increase in positive behavior school-wide
- Students demonstrate stronger SEL skills, leading to better peer relationships, emotional resilience, and conflict resolution
- Increased academic achievement and student success

- resulting in fewer minor classroom disruptions
- Increased family awareness of school-wide expectations and available resources through engagement efforts
- Improved students' participation in behavior assemblies, incentives, and recognition programs
- Site teams (TST, COSST, SST, MTSS) begin to identify Tier 2/3 supports, ensuring targeted interventions

Engagement:

- Identify Collective Commitments around student engagement.
- Classroom walk-throughs utilizing site collective commitments to include:
 - A/B Partners
 - Anchor Charts
 - Clear transitions from "I do" to "We do"
- Outcomes measured by walk-through data focused on collective commitments. 70% of classroom observations will show implementation of collective commitments in the short-term..
- Outcomes monitored by Principal, VP, Academic Coach, and teachers.

- mentoring programs and SEL supports
- Strengthen school-wide climate and culture as measured by an increase of students meeting behavior expectations in common areas
- Improved academic engagement and time on task, reducing lost instructional time
- Greater collaboration between families, school staff, and community partners, enhancing support networks
- Effective use of data-driven decision-making for timely interventions and adjustments

Engagement:

- Utilizes The PLC+ Student Engagement Continuum to progress monitor student engagement and provide teacher feedback.
- Increase in performance on RTI assessments, iReady Diagnostics, SBAC Interim assessments, and SBAC summative assessments.
- Outcomes measured by growth from assessment to assessment and number of students meeting typical/stretch growth on iReady diagnostics.
- Outcomes monitored by Principal, VP, Academic Coach, teachers, and grade level PLCs.

- resulting in an enhanced positive and structured learning environment
- Strong community-school partnerships supporting long-term student success beyond the classroom
- Equitable access to behavior supports, ensuring that all students, especially those needing Tier 3 interventions, receive appropriate and effective assistance

Engagement:

- Utilizes The PLC+ Student Engagement Continuum to progress monitor student engagement, provide teacher feedback and professional development based on site needs.
- Increase the percentage of students that move at least one ELPI level on the ELPAC Summative Assessment from 36% to 50%.
- Outcomes measured by increased percentage of students moving at least one ELPI level on the ELPAC Summative Assessment.
- Outcomes monitored by Principal, VP Academic Coach, and teachers.

Action 2 :

POSITIVE BEHAVIOR SUPPORT

Action Details:

Roeding will implement agreed-upon levels of misbehavior and response strategies along with consistently implementing the District Discipline Guidelines and consistently use a character-building program. Roeding will provide social emotional support through the Second Step Curriculum to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stake-holders.

Roeding will continue to implement a Multi-Tiered System to integrate research-based district adopted programs to support best practices of Response to Intervention and SEL to decrease and improve all student groups suspension rates.

Roeding ES will implement a tiered level of response for all behavior incidents using the school-adopted levels of misbehavior as well as utilize Character Counts to reduce the increase in suspension rates, which will minimize distractions from inside and outside of the classroom and will increase the level of safety for our students.

Our Climate and Culture team will continue to review district Power BI data to promote a positive school climate as measured by data determined in the fall and spring Climate and Culture survey of both students and parents.

Roeding ES will utilize an outside vendor that will replace one of our Resource Counseling Assistants that will provide an alternative recess location to support students experiencing dysregulation, support students during non-structured times such as morning and lunch recess, provide individual and small group SEL support, in addition to positive connections to adults. Our Tier 2 Specialist will provide conflict mediation between students experiencing harm or hurt in order to repair relationships between peers, and/or an adult on campus.

Goal: By June 2026, Roeding ES will see a decrease in the suspension rate of 1.0% as measured by Power Bi.

By June 2026, Roeding will foster positive identification with school through clubs, sports and engagement activities, through After School Program, sports and extra-curricular activities, by adequately reflecting the correct

percentage of student engaged in those activities by entering participating students into the Goal 2 system on Atlas, as measured by progress monitoring site produced reports of percentage of student engagement.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Monthly incentives offered to students who are Successful, Outstanding, Accepting of Others, Respectful (SOAR)
 - **1 RCA funded (0.75 each) to work with students needing Tier 2-3 supports**
 - Students will receive instruction around positive classroom behavior expectations (CHAMPs/MAC)
 - **Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time-on-task, and reduce time out of classrooms through increasing effective Tier 1 behavior intervention strategies and best first practices**
 - **Disaggregate misbehavior/suspension data to identify how student groups (SPED, EL, African American, foster youth) are progressing**
 - Students will receive instruction around School-Wide Expectations (1. Keep your hands, feet and objects to yourself, 2. Use appropriate language, including body language, 3. Follow directions the first time they are given)
 - Students will receive instruction around Guidelines for Success (S-Successful, O-Outstanding, A-Accepting, R-Respectful)
 - Students will participate in daily Morning Meetings
 - Students will receive instruction using the district SEL curriculum Second Step
 - Students will participate in Meaningful Work as needed
 - Students will be taught to use and consistently offered a calming corner as agreed upon through the site's collective commitments
 - 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 a common understanding of MTSS framework and continue building capacity in leadership, teachers, and classified staff
 - 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 learning 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 25-26 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)
 - Roeding currently offers several clubs, and plans are in place to include the following clubs next year:
 - Science Club
 - Art Club
 - Video Club
 - Origami Club
 - Chess Club
 - Card Club
 - Intramural Sports Club
 - Robotics Club
 - Regional Book Club
 - Leadership 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

- Spirit Club

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

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

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

Supplemental contracts for staff.

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

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

English Learners

According to the California Dashboard, **English Learners** have a suspension rate of 1.7%. This puts them in the orange category and represents a 0.5% increase from this time last year. Roeding is continuing to focus on supporting this student group in the following ways:

Communication items may be offered in home language:

- Back to School Night to explain the importance of daily attendance
- Translators for Parent/Teacher Conferences
- Translators for Attendance meetings/SARB
- Family Engagement Hour
- Monthly newsletter
- Parent Square
- TST support (including SST when appropriate/requested)

Student Groups

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

Using Title 1 funds we plan to support English Learners by:

- Daily Designated and Integrated ELD (Tier 1) from certificated teachers
- 3 tutors from Teaching Fellows to support daily classroom instruction
- ASP tutor provided by EL Services to support reading and writing
- ELD support through classroom small group instruction and ASP small group instruction
- Consistent use of academic discourse, talk moves, A/B partners and Language Frames
- Professional Learning and support from EL Services
- LTEL-additional support-targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs

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

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

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

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

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

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Review 2024-2025 Climate and Culture Rubric.
- Set a goal to Increase in positive responses to CCT focus-standard as measured by Fall and Spring Climate and Culture Student Survey
- Set goal Increase number of students receiving positive rewards
- Classroom walk-throughs utilizing site collective commitments to include:
 - A/B Partners
 - Anchor Charts
 - Clear transitions from "I do" to "We do"
 - Outcomes measured by walk-through data focused on collective commitments. 70% of classroom observations will show implementation of collective commitments in the short-term.
 - Outcomes monitored by Principal, VP,
- Decrease in ODRs by consistently implementing levels of misbehavior and District Discipline Guidelines
- Decrease in both chronic absenteeism and suspension rate
- Increase number of students meeting standards on grade level CFA's and CSA's
- Decrease number of students receiving Tier 2 & 3 Academic Supports
- Decrease number of students receiving Tier 2 & 3 Behavior Supports such as Girl Power and Young Men of Character

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Based on 2024-2025 Climate and Culture Rubric, set goal for 2025-2026.
- Progress monitor positive responses to CCT focus-standard as measured by Fall and Spring Climate and Culture Student Survey
- Monitor number of students receiving positive rewards
- Monitor ODRs by consistently implementing levels of misbehavior and District Discipline Guidelines
- Sustain decrease in both absenteeism and suspension rate
- Increase ADA rates
- Increase number of students who meet the criteria to be reclassified as English proficient
- Improve family relationships between school and staff as measured by District Climate Culture Survey in Fall and Spring Parent Surveys
- Continue to decrease number of students receiving Tier 2 & 3 Academic Supports
- Increase number of students engaging in activities and clubs outside of the school day
- Increase in performance on RTI assessments, iReady Diagnostics, SBAC Interim assessments, SBAC summative assessments.
- Outcomes measured by growth from assessment to assessment and number of students meeting typical/stretch growth on iReady diagnostics.
- Outcomes monitored by Principal, VP, Academic Coach, teachers, and grade level PLCs.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Reflect on the implementation of actions aligned to CCT Rubric for 2025-2026.
- Reflect on Fall and Spring Climate and Culture Survey Results.
- Review goals and data for students positive rewards and ODRs.
- Improve academic performance by decreasing Distance from Standard (DFS) by 15 pts or more each year
- Increase in percentage of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% each year
- Increase number of students who meet the criteria to be reclassified as English proficient
- Continue to decrease the suspension rate by 1%
- Improve family relationships between school and staff as measured by District Climate and Culture Fall and Spring Parent Survey
- Sustain decrease in number of students receiving Tier 2 & 3 Behavior Supports such as Girl Power and Young Men of Character
- Sustain decrease in number of students receiving Tier 2 & 3 Academic Supports
- Improvement in overall site culture as measured by District Climate and Culture fall and Spring Student, Parent, and Staff Survey
- Increase the percentage of students that move at least one ELPI level on the ELPAC Summative Assessment from 36% to 50%.
- Outcomes measured by increased percentage of students moving at least one ELPI level on the ELPAC Summative Assessment.
- Outcomes monitored by Principal, VP Academic Coach, and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg Span	0.7500	RCA Spanish to support students' improved attendance and SEL skills through real-world application.	60,889.00
G3A2	LCFF: EL	Instruction	Oth Cls-Supp			Classified supplemental contracts to support tutoring students	9,164.00

\$70,053.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96.9 %	93.4 %	2024-2025	94.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percentage favorable in the organizational culture domain on the Fall Climate & Culture staff survey decreased by 3% from Fall 2023 to 2024. There continue to be areas where improvements can be made per the survey, specifically in the following two questions.

- "We have a culture that provides staff with the following: Recognition for the work we do." received an 87% favorable response which is a decrease of 5%
- "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making," received a 91% favorable response, which is a decrease of 7%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited input or voice from classified staff when it comes to recognition that matters to all staff.
- Limited participation during all staff fellowship.
- High workloads, perceived unrealistic expectations, or lack of time to complete tasks can make staff feel undervalued, even if recognition efforts exist.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase the number of classified staff on the Climate and Culture Team to allow input/voice.
- Work with CCT to create unique ways to celebrate and recognize all staff members.
- Offer supplemental contracts for staff to manage the Sunshine Committee that oversees staff milestones and accomplishments.

- Provide sub release time for teacher planning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: STAFF ENGAGEMENT

Fully Implemented

Roeding's goal is to create a safe and inclusive environment that promotes relationships, diversity, and collaboration, which was fully implemented. Staff engaged in Team Building Activities, staff celebrations, school spirit, professional development, and many other events that built community for the entire staff. This helped promote staff relationships and strengthen connections between staff and students. Our staff survey results were favorable in the Environmental Domain, which asks questions such as I feel valued at this school, staff responded 93% favorably. This school prepared me to meet my student's needs was 91% favorable. I enjoy being at this school with 98% favorable. This school embraces, values, and understands different races, ethnicities, and cultures, which was 95% favorable.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: STAFF ENGAGEMENT

Effective

Overall, implementation has been successful, and staff is participating in community-building activities where 93% of staff reported favorably in the organizational culture domain on the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Add classified staff member to the Climate and Culture Team.
- We will continue to provide fellowship opportunities for all staff members.
- Supplemental Contracts for Sunshine Committee
- Reduce stress and fatigue by providing quarterly sub-release time for teacher planning

Section D: 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.

SSC:

SSC named the following as the most important:

- Certificated tutor for the RTI program
- Substitutes for teacher collaboration days
- Instructional materials

ELAC:

ELAC named the following as the most important:

- Substitutes for teacher collaboration days
- Certificated tutor for the RTI program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Staff:

The staff named the following as most important:

- Instructional Materials
- Certificated Tutor for the RTI Program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- ILT and CCT ongoing collaboration and collective site commitments identified to target needs and supports to increase student learning outcomes and staff sense of belonging.
- Establishing a liaison for each staff group: certificated, classified, support staff.
- We offer incentives for every staff member, including T-shirts, sweatshirts, Roeding "merch," materials, and supplies.
- "Check-ins" with staff members
- All staff fellowship, which includes quarterly meals.
- Purchase Roeding Merch for staff members (pens, lanyards, stylus, facemasks, water bottles, lunch boxes, blankets, coffee cups, etc.)
- Staff appreciation meals and activities
 - Food/Snack cart
 - Jitters/Dutch Bros. coffee vendors
 - Team-building activities
 - Staff Appreciation Week Food/Materials
- Training in Second Step curriculum 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 nights, game nights, etc.
- Increased staff involvement in team-building activities
- Increase opportunities for staff voice through ILT/CCT
- Increase opportunities for classified staff voice
- Increase opportunities for staff to share talents with students through supplemental contracts and clubs after school

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Professional development will be provided on utilizing specific English Language Development strategies guided in the Wonders ELD section.
 - Teachers will analyze the CFA, CSA, FIAB, IAB, and i-Ready data 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-classification goal-setting reports to be shared with teachers, students, and parents.
- The Academic Coach and support staff will conduct an ELPAC camp with EL students before ELPAC administration.
- The admin, teachers, AC, and CT will monitor progress, with intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- The Academic Coach will provide Professional Learning with the support of the District EL Coach:
 - Deconstruction of EL Standards
 - Specific EL Strategies
 - Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.
- Dual Language teachers will participate in district DLI PLCs and Professional Development.

Student Groups

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

n/a

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

Staff Fellowship:

With 7090 and 7091, we plan to support staff with opportunities to build our Climate & Culture through fellowship by providing Roeding swag and food vendors.

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

n/a

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Higher staff retention rates reduce turnover and create stable, experienced teaching staff.• A school culture that prioritizes well-being, collaboration, and staff appreciation leads to long-term job satisfaction.• A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally.• Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.• Increased student success and academic outcomes due to consistent, well-supported teachers.• A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Reduced teacher burnout and stress levels due to ongoing SEL support, well-being check-ins, and social-emotional PD.• Stronger staff relationships and collaboration, resulting in a more cohesive and supportive school culture.• Increased staff retention rates as teachers feel more valued, connected, and supported in their professional growth.• More active staff participation in community-building events such as game nights, picnics, and outside gatherings.• Increased engagement in school spirit initiatives, strengthening a sense of unity among staff and students.• More effective mentorship and professional growth opportunities, improving instructional practices and student achievement.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Higher staff retention rates reduce turnover and create stable, experienced teaching staff.• A school culture that prioritizes well-being, collaboration, and staff appreciation leads to long-term job satisfaction.• A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally.• Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.• Increased student success and academic outcomes due to consistent, well-supported teachers.• A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.

2025-2026 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 Fellowship & Appreciation: (POs for Swag, T-shirts, food vendors, i.e., Villarta, Hewitts, Apple Spice, Corner Bakery, Mama Mias, Chocolate Wishes, Me & Eds, etc.)	18,976.00

\$18,976.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	90.4 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The percentage of favorable responses in the family engagement domain increased by 2% from Fall 2023 to Fall 2024. However, there is a need to increase families' engagement in their children's education.

- When asked, "My child's school provides meaningful family engagement opportunities and encourages participation," parents responded favorably. The number increased by 13% from Spring 2024 to Fall 2024, with an overall average of 97%.
- When asked, "I feel like I am part of my child's learning journey at their school," parents' overall response was 91% favorable, a 1% decrease from Spring 2024 to Fall 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Roeding focused on providing parents with additional opportunities to be part of their child's educational journey through the following:

- Extended the A4 program that directly targets African American students one year or more below grade level in reading. Lack of parent involvement in family night events
- Aligned schoolwide family events to ensure multiple opportunities to invite parents to campus. Ex. Muffins with Mom, Donuts with Dad, Pastries with Grandparents, Barn Dance, Dia De Las Madres, Dia De Los Muertos.
- Roeding's Student Council partnered with Council Member Padilla to provide tamales to our community in December. The Student Council also volunteered for various community outreach events.
- Roeding partnered with Success Together, which provides family engagement and learning opportunities to increase home literacy.
- Families lack the technology to take the Climate and Culture Survey.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will continue to promote staff and student participation in the A4 program, which targets African American students one year or more below grade level in reading.
- We will continue to align school-wide family events to ensure multiple opportunities to invite parents to campus. Examples include Muffins with Mom, Donuts with Dad, Pastries with Grandparents, a Barn Dance, Dia de Las Madres, and Dia de Los Muertos.

- We will continue to provide community-building opportunities and collaborate with Council Member Padilla. The Student Council will also continue to volunteer for various community outreach events.
- We will continue our partnership with Success Together, which provides family engagement and learning opportunities to increase home literacy.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: PARENT ENGAGEMENT

Fully Implemented

This action was fully implemented, as Roeding held monthly family engagement opportunities in English and Spanish. These opportunities provided educational learning experiences and models to develop parents' partnerships in their children's academic journeys.

This action was fully implemented as Roeding extended the A4 program from Fall through Spring and held quarterly family engagement opportunities to build literacy in the home. These opportunities provided educational learning experiences and models for developing parents' partnerships in their children's literacy journeys.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: PARENT ENGAGEMENT

Effective

This action was fully implemented as Roeding provided monthly Family Engagement Hour Learning, extended the A4 program from Fall through Spring, and held quarterly family engagement opportunities to build literacy in the home. These opportunities provided educational learning experiences and models for developing parents' partnerships in their children's literacy journeys.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

No significant changes will occur, as we have seen consistent favorable growth. We would like to see improved family participation in responding to the Climate and Culture Survey.

Section D: 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.

SSC:

ELAC:

Staff:

SSC named the following as the most important:

- Certificated tutor for the RTI program
- Substitutes for teacher collaboration days
- Instructional materials

ELAC named the following as the most important:

- Substitutes for teacher collaboration days
- Certificated tutor for the RTI program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Staff named the following as most important:

- Instructional Materials
- Certificated Tutor for the RTI Program
- Teaching Fellow paraprofessionals to support with reading intervention and Kindergarten

Action 1 :

PARENT ENGAGEMENT

Action Details:

By June 2026, Roeding will show an increase of 4.7% in the Fall Climate and Culture Family Survey in favorable gain on the family engagement domain by creating a safe, loving, and supportive environment that promotes inclusiveness in building relationships, celebrating diversity, and collaboration with all stakeholders. We will encourage a parent and community sense of belonging to foster a positive climate and culture in which families and the community feel welcomed and included in the decision-making process.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To improve parent access and sense of belonging, we will:

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

- Family Engagement Hour-Monthly in English and Spanish
- A4 Family Engagement Literacy Nights
- Success Together Literacy Partnership
- Communication through Parent Square
- Flyers and PowerPoint presentations uploaded to the Roeding website
- Continued partnership with Good Shepherd Lutheran Church to provide food, books, and clothing to the Roeding community.

Resources needed:

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

Fresno High Regional Literacy Family Event

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

English Language Learners

- **English Language Arts:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -76.7 points distance from standards met on SBAC 2024, an increase of 33.9 points from the 2023 SBAC, and includes 52 students. English Language Learners are progressing toward English language proficiency, with 36% progress in the orange, low-performance group.
 - According to the California Dashboard, Roeding Recently Reclassified English Language Learners are 29.1 points above standards met on SBAC 2024, which includes 53 students.
- **Mathematics:**
 - According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -72.9 points distance from standards met on SBAC 2024, an increase of 26.1 points from the 2023 SBAC, and includes 53 students. English Language Learners are progressing toward English language proficiency, with 36% progress in the orange, low-performance group.
 - According to the California Dashboard, Roeding Recently Reclassified English Language Learners are 8.8 above standards met on SBAC 2024 in math, which includes 17 students.

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

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

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

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

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

- We will embed the consistent use of academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data 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-classification goal-setting reports will be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teacher, AC, and CT
- Intervention time as needed.
- EL students will receive integrated and Designed ELD instruction daily through differentiation.
- The academic Coach will provide Professional Learning alongside District EL Coach support to support ELD instruction.
 - Deconstruction of ELD Standards
 - Teaching and Learning Cycles with specific ELD strategies implemented
 - Analyze data for common assignments to monitor and make instructional decisions.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.

Parent Engagement:

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

Student Groups

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

English Learner (EL):

With Title 1 funds, we plan to support English Language Learners with supplemental materials and supplies as needed for differentiated support, including professional development for teachers and support staff.

Long Term English Learner (LTEL):

With Title 1 funds, we plan to support Long Term English Learners by providing supplement contracts to teachers and classified staff to provide tutoring. We will also purchase materials and supplies.

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

English Learner (EL):

With 7090 and 7091, we plan to support English Language Learners with additional tutoring after school from classified and certificated support staff through supplemental contracts. Additional planning time for teachers and support staff. Teachers will implement the use of ELD lessons provided by the district English Language Service Department with fidelity.

Long Term English Learner (LTEL):

With 7091, we plan to support our LTEL through tutoring and differentiated support, including supplemental materials.

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

Long Term English Learner (LTEL):

- Ensure that teachers implement designated ELD instruction with fidelity during RTI.

- For LTELs, we will provide additional support through targeted reading and language intervention opportunities and additional tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting

English Learner (EL):

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning. Additional tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by:

- Scheduling weekly classroom visits to ensure that all ELs receive daily designated and integrated ELD that aligns with students' needs. (Admin, AC)
- Providing professional learning designed to support effective instruction for ELs. (designated and integrated ELD, scaffolding strategies, and utilized ELD lessons provided by district English Language Services.
- Identify patterns and trends to align professional learning with site needs.

The outcome is measured by increased academic discourse and student engagement during ELD instructional time.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will shape behaviors by:

- Teachers have individual data chats at the beginning of the year to show ELPAC, SBAC, iReady, BPST, and Fluency scores.
- Teachers and students set goals and monitor their progress with each assessment iReady data.
- Teachers implement Teaching and Learning Cycle strategies and ELD lessons to move learning forward.

Teachers, PLC, and admin will monitor progress through weekly culminating task rubrics and iReady lesson completion.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 31.3 to 36.3, decreasing the distance from the standards met from 58.5 to 43.5, and increasing the ELPI percentage of students who improved at least one ELPI level from 36% to 41%.

The Principal, ILT, CCT, PLCs, and teachers monitor outcomes.

2025-2026 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**	2,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics, posters, banners, newsletters, paper, etc.	1,000.00

\$3,500.00

2025-2026 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	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Tier 2 & 3 Reading Intervention (3 tutors 4X per week for 4 hours daily)	39,750.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2300	Certificated Tutor to support Tier 2 & 3 reading intervention (Rocket Time RTI)	36,687.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC Planning, Data Chats, SSTs, IEPs, ILT & CCT classroom walks, professional learning including MLD, TLC, ILT & CCT Walks)	29,818.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support student engagement (Villarta, Office Depot, Amazon, Lowes, etc.)	57,234.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology to support instruction, Smart TVs, standing desks, earphones, voice amplifiers, document cameras, laptops, and charger replacements.	12,000.00
G1A1	Sup & Conc	Instruction	Travel			Attend Professional Development such as ATDLE Two Way Dual Language Conference, Corwin-PLC+, etc.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Tier 2 and 3 literacy.	5,693.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor to support Tier 2 & 3 reading intervention (Rocket Time RTI)	31,900.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 2025: 146 hours, two teachers, and snacks	7,969.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Multilingual materials and supplies (books, subscriptions, culturally diverse resources.	746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support student instruction	9,671.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Site licenses for classroom support workbooks, supplemental materials SWUN, Reflex Math, Frax, Scholastic First, Scholastic Word, ESGI etc.	25,131.00
G1A2	LCFF: EL	Instruction	Travel			Attend Professional Development such as ATDLE Two Way Dual Language Conference, Corwin-PLC+, etc.	5,000.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand-to-hand mentoring to support attendance, academic, and SEL Skills through real-world learning experiences and a sense of belonging to a positive community.	44,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Evo Bluestein, Fun Works, Magic Plus etc. : Barn Dance, SOAR, Video Game Truck, Fun Works, Dance Hip Hop	12,858.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			HSL, RCA, extra time to support student engagement	8,280.00
G2A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC Planning, Data Chats, SSTs, IEPs, ILT & CCT classroom walks, professional learning including MLD, TLC, ILT & CCT Walks)	8,470.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg Span	0.7500	RCA Spanish to support students' improved	60,889.00

G3A2		Attendance & Social Work Service	Cls Sup-Reg	0.7500	attendance and SEL skills through real-world application.	60,889.00
G3A2	LCFF: EL	Instruction	Oth Cls-Supp		Classified supplemental contracts to support tutoring students	9,164.00
G4A1	Sup & Conc	Instruction	Mat & Supp		: Staff Fellowship & Appreciation: (POs for Swag, T-shirts, food vendors, i.e., Villarta, Hewitts, Apple Spice, Corner Bakery, Mama Mias, Chocolate Wishes, Me & Eds, etc.)	18,976.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp		Parent participation (i.e., materials and supplies, paper, newsletters, stamps **NO FOOD or INCENTIVES**	2,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph		Graphics, posters, banners, newsletters, paper, etc.	1,000.00
						\$433,236.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,250.00
Sup & Conc	7090	\$273,066.00
LCFF: EL	7091	\$73,920.00
Grand Total		\$433,236.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$267,099.00	
G2 - Expand student-centered and real-world learning experiences	\$73,608.00	
G3 - Increase student engagement in their school and community	\$70,053.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$18,976.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,500.00	
Grand Total		\$433,236.00