

Roeding Elementary

10621666006464

Principal's Name: Debbie Duran

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Debbie Duran', is written over the text 'Principal's Signature:'. The signature is fluid and cursive.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Debbie Duran	X				
2. Chairperson - Cera Brown		X			
3. Maria Lara		X			
4. Cynthia Marquez			X		
5. Victoria Johnson				X	
6. Sam Ramsey				X	
7. Noah Byers				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Roeding Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran		4/15/26
SSC Chairperson	Cera Brown		4/16/26

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

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

FY 2026/27

Roeding - 0385

ON-SITE ALLOCATION

3010	Title I	\$82,524 *
7090	LCFF Supplemental & Concentration	\$234,240
7091	LCFF for English Learners	\$63,940

TOTAL 2026/27 ON-SITE ALLOCATION

\$380,704

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,392
Program Budget	\$80,132
Total Title I Allocation	\$82,524

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Roeding Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		6.1 %	2024-2025	7.2 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		45.7 %	2024-2025	46.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		33.3 %	2025-2026	34.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.6 %	2025-2026	46.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.3 %	2025-2026	56.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.6 %	2025-2026	62.7 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		24.5 %	2025-2026	25.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		52.4 %	2025-2026	53.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		54.6 %	2025-2026	55.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		59.3 %	2025-2026	60.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		67 %	2025-2026	68.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		20.2 %	2025-2026	24.2 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-43.5 pts	-50.4 pts	2024-2025	-35.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-107.9 pts	2024-2025	-92.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33.4 %	2024-2025	38.4 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-51.9 pts	-62.9 pts	2024-2025	-47.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		29.1 %	2024-2025	34.1 %	↑

Goal 2	Chronic Absenteeism - (English Learner)		21.2 %	2024-2025	20.6 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	24.8 %	21.2 %	2025-2026	20.6 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.5 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		90 %	2025-2026	92 %	↑
Goal 2	Suspension Rate - (African American)		8.2 %	2024-2025	5.2 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	1.07 %	0.7 %	2025-2026	0.5 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

1. ELA

Problem of Practice Statement:

How can we strengthen Tier 1 instruction and targeted intervention in literacy and mathematics—particularly for English Learners and students with disabilities—to accelerate both language acquisition and grade-level proficiency, so that growth trends translate into significantly higher rates of students meeting or exceeding standards?

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

2. Chronic Absenteeism and Family Engagement

Problem of Practice:

How can we leverage our strong family engagement and positive school climate to implement targeted, culturally responsive attendance supports that significantly reduce chronic absenteeism—especially among English Learners—and move all student groups toward meeting or exceeding attendance goals?

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

3. Suspension

Problem of Practice:
How can we strengthen and align our culturally responsive practices, behavior supports, and restorative systems to ensure equitable discipline outcomes and significantly reduce the suspension rate for African American students while sustaining low suspension rates schoolwide?

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

1. ELA

Major Causes Contributing to the Problem of Practice

Despite incremental growth across multiple literacy and math indicators, overall student proficiency and language development outcomes remain below desired levels. While i-Ready data shows slight increases in students meeting typical and stretch growth targets in both ELA and math (e.g., ELA stretch growth ALL: 45.6% → 46.7%; Math stretch growth ALL: 54.6% → 55.7%), overall proficiency remains low (i-Ready ELA proficiency: 25.6%; Math proficiency: 21.3%).

English Learner progress also shows minimal improvement, with only 6.1% of students scoring a 4 on ELPAC and 45.7% improving at least one ELPI level, indicating that a significant portion of multilingual learners are not yet reaching high levels of language acquisition. Additionally, SBAC data reflects persistent gaps in grade-level mastery, with average distance from standard still below benchmark in both ELA (-35.4) and Math (-47.9), and particularly significant gaps for students with disabilities in ELA (-92.9).

- 1. Opportunities to strengthen consistency in Tier 1 instruction across classrooms**
While growth is occurring, low overall proficiency suggests that core instruction is not yet consistently meeting the needs of all learners. Variability in explicit instruction, checks for understanding, differentiation, and student discourse may limit students' ability to access grade-level content and reach proficiency.
- 2. Progressing toward more consistent integration of language development within core instruction**
English Learner data (low ELPAC level 4 attainment and modest ELPI growth) indicates that designated and integrated ELD may not be fully embedded across content areas. Students may not be receiving enough structured opportunities for academic language development, oral discourse, and complex text engagement throughout the day.
- 3. Intervention systems are in place, with opportunities to strengthen alignment to specific student needs**
Although some students are meeting growth targets, low proficiency rates suggest that interventions may not be tightly aligned to diagnostic data or delivered with enough intensity and progress monitoring. Students needing acceleration to reach grade-level standards may not be receiving timely, targeted support.
- 4. Opportunities to strengthen use of data-driven instructional planning and progress monitoring**
Small gains across multiple measures point to the need for deeper analysis of student-level data and instructional response. Teams may need stronger systems for using assessment data (i-Ready, SBAC, ELPAC) to plan differentiated instruction, monitor effectiveness, and adjust teaching in real time.
- 5. Continuing to strengthen scaffolding to ensure access to grade-level rigor for students with disabilities**
Significant distance from standard for students with disabilities suggests that access to rigorous, standards-aligned instruction with appropriate scaffolds and inclusion supports may be inconsistent. Strengthening inclusive practices, co-planning, and differentiation is essential to accelerate achievement for this group

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

2. Chronic Absenteeism and Family Engagement

While overall school climate and family engagement data remain strong, chronic absenteeism continues to be an area of concern, particularly among English Learners. Current data shows chronic absenteeism for English Learners at **21.2% in 2024–2025** and **17.2% in 2025–2026**, with overall chronic absenteeism at **21.2%** in the first semester of **2025–2026**, indicating some improvement and remaining slightly above desired targets.

At the same time, family engagement survey results are highly favorable (**98.1%**) and staff culture remains positive but slightly below the target (**93.1% vs. 94.5% goal**). This suggests that while relationships and climate are strong, these positive perceptions are not yet translating into consistent student attendance outcomes.

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

3. Suspension

Recent discipline data shows progress in reducing overall suspension rates, with all-student suspensions decreasing from **1.07% to 0.7%** in Semester 1 of 2025–2026, indicating that schoolwide systems and supports are positively impacting student behavior and engagement. The suspension rate for African American students remains disproportionately high at **2.07%** in 2025–2026 first semester, significantly above the overall rate and desired equity targets.

This discrepancy suggests that while universal behavior and climate systems are improving outcomes for many students, they are not yet producing equitable results for all student groups.

- Higher percentage of students exposed to trauma and/or behaviors that result in level II misbehaviors.
- Students who experience trauma or stress many struggle with school engagement and appropriate behaviors.

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.

1. ELA

Identified Needs to Address the Problem of Practice

1. Opportunities to strengthen consistency in Tier 1 instruction across classrooms

Need:

- Establish and monitor clear schoolwide expectations for high-quality Tier 1 instruction in literacy and math, including explicit instruction, checks for understanding, and structured student engagement.
- Provide ongoing coaching, modeling, and instructional walkthrough feedback cycles focused on rigorous grade-level instruction and differentiation.
- Ensure equitable access to high-quality core instruction for all students, particularly multilingual learners, students with disabilities, and students performing below grade level, so they are not over-reliant on intervention at the expense of core learning.

2. Progressing toward more consistent integration of language development within core instruction

Need:

- Strengthen both designated and integrated ELD practices so that academic language development occurs across all content areas daily.
- Provide professional learning on strategies such as structured student discourse, sentence frames, vocabulary development, and scaffolds for complex text in collaboration with English Learner coaches.
- Increase equitable access to language-rich instruction for English Learners by ensuring they engage in grade-level tasks with appropriate supports rather than modified or reduced rigor.
- Monitor EL progress regularly and adjust supports to accelerate movement toward ELPAC level 4 and ELPI growth.

3. Intervention systems are in place, with opportunities to strengthen alignment to specific student needs

Need:

- Develop a clearly defined MTSS framework that ensures timely identification of student needs using diagnostic data and consistent placement into targeted interventions.
- Align intervention curriculum and strategies directly to identified foundational skill gaps in literacy and mathematics.
- Provide additional time, staffing, and structured intervention blocks to support students who are significantly below grade level, including English Learners and students with disabilities.
- Implement frequent progress monitoring cycles and collaborative data meetings to evaluate effectiveness and adjust supports.

4. Opportunities to strengthen use of data-driven instructional planning and progress monitoring

Need:

- Build staff capacity to analyze multiple data sources (i-Ready, SBAC, ELPAC, classroom assessments) to identify trends, student needs, and instructional next steps.
- Establish consistent data reflection protocols and cycles (e.g., PLCs, grade-level data chats) focused on responding to student needs rather than simply reviewing scores.
- Ensure equitable attention to subgroup data (English Learners, students with disabilities, and other disproportionately performing groups) so instructional planning directly addresses achievement gaps.
- Provide collaborative planning time and tools for teachers to adjust instruction based on data findings.

5. Continuing to strengthen scaffolding to ensure access to grade-level rigor for students with disabilities

Need:

- Strengthen inclusive instructional practices through co-planning and co-teaching between general education and special education staff.
- Provide professional learning on scaffolding strategies that maintain rigor while supporting access to grade-level standards.
- Ensure students with disabilities have equitable access to core instruction, standards-aligned curriculum, and appropriate accommodations rather than primarily remedial instruction.
- Allocate resources (staffing, instructional materials, and time) to support inclusive settings and targeted acceleration toward grade-level proficiency.

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.

2. Chronic absenteeism among English Learners remains above desired targets despite strong family engagement data.

Specific Needs:

- Develop a targeted attendance intervention system for English Learners that includes early identification, monitoring, and tiered supports (home visits, mentoring, and attendance plans).
- Strengthen culturally and linguistically responsive communication with families to ensure they understand attendance expectations, health guidelines, and available supports.
- Increase access to bilingual outreach and translation services to reduce communication barriers that may prevent consistent attendance.
- Train staff on culturally responsive family partnership strategies so positive climate and engagement data translate into improved attendance outcomes.
- Ensure equitable access to academic and social-emotional supports for English Learners who are frequently absent to prevent disengagement and further absenteeism.

Resource Equity Focus:

English Learners may require additional language-accessible communication, culturally responsive outreach, and wraparound supports to address attendance barriers that are not experienced by all student groups.

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.

3. Disproportionately high suspension rates for African American students compared to overall student population.

Specific Needs:

- Provide ongoing professional learning in culturally responsive classroom management, implicit bias, and restorative practices for all staff.
- Implement a tiered behavior support system (PBIS/MTSS) with consistent expectations and interventions across classrooms.
- Establish restorative and re-engagement practices that prioritize keeping students in class and repairing harm rather than exclusionary discipline.
- Increase access to mentoring, counseling, and social-emotional supports for African American students who are disproportionately impacted by discipline.
- Strengthen student voice and belonging initiatives to ensure African American students feel seen, valued, and connected to school.

Resource Equity Focus:

African American students may require increased access to mentoring, culturally affirming practices, and proactive behavioral supports to address disproportionality and ensure equitable outcomes.

Need to sustain low overall suspension rates while addressing subgroup disproportionality.

Specific Needs:

- Maintain and refine schoolwide behavior expectations and positive reinforcement systems that are consistently implemented.
- Provide coaching and support for teachers needing assistance with de-escalation and inclusive behavior strategies.
- Ensure all students have equitable access to social-emotional learning and behavioral interventions before exclusionary discipline is considered.
- Monitor fidelity of implementation for behavior systems across classrooms to ensure consistency.

Resource Equity Focus:

Ensuring consistent implementation of supports across classrooms prevents inequitable discipline practices and ensures all student groups benefit from positive schoolwide systems.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

LITERACY

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

MATH

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

STUDENT ENGAGEMENT

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

ATTENDANCE

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

POSITIVE BEHAVIOR SUPPORT

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

STAFF ENGAGEMENT

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

PARENT ENGAGEMENT

Fully Implemented

These actions were Fully Implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

LITERACY

Effective

Overall Determination: Moderate Effectiveness / Progressing Toward Goal

Across all five required metrics, actual performance is slightly below the identified targets but remains within approximately one percentage point of each goal, indicating strong implementation and steady progress.

Effectiveness Conclusion

The consistency of results—each metric within a narrow range of its target—demonstrates strong alignment between instructional actions and student outcomes. While targets were not yet fully met, the minimal variance indicates that core instruction, intervention structures, and differentiation practices are producing measurable growth.

The data suggests the site is **effectively implementing literacy instructional strategies** and is well-positioned to meet or exceed targets with continued focus and refinement.

MATH

Effective

Overall Determination: Highly Effective / On Track to Meet Goal

Across all five required metrics, actual performance is slightly below the identified targets but remains within approximately one percentage point of each goal, indicating strong implementation and steady progress.

Effectiveness Conclusion

The consistency of results—each metric within a narrow range of its target—demonstrates strong alignment between instructional actions and student outcomes. While targets were not yet fully met, the minimal variance indicates that core instruction, intervention structures, and differentiation practices are producing measurable growth.

The data suggests the site is **effectively implementing math instructional strategies** and is well-positioned to meet or exceed targets with continued focus and refinement.

STUDENT ENGAGEMENT

Effective

Goal 2: Climate & Culture – Student Health & Wellness

The student health and wellness survey results exceeded the established goal, with 92% favorable responses compared to the 90% target. This indicates that current actions supporting social-emotional learning, student wellness, and positive school climate are having a meaningful impact on students' sense of safety, belonging, and overall well-being.

Schoolwide efforts such as SEL instruction, access to counseling and wellness supports, relationship-centered practices, and positive behavior systems appear to be contributing to students feeling supported both emotionally and physically. Favorable student perception data suggests that students experience the school as a safe and supportive environment conducive to learning.

Metric: Percent favorable in student health & wellness domain
Target: 90%
Actual: 92%

ATTENDANCE

Effective

Goal 2: Chronic Absenteeism – Attendance

Chronic absenteeism rates for both English Learners and all students met and slightly exceeded established targets. The overall chronic absenteeism rate decreased from 24.8% to 20.6%, indicating that schoolwide attendance systems, family outreach, and intervention efforts are positively impacting student attendance.

The English Learner subgroup also met the target, demonstrating that targeted supports for multilingual families—including communication, engagement, and follow-up—are contributing to improved attendance outcomes. These results suggest that attendance monitoring systems, early intervention strategies, and family partnerships are working effectively to reduce chronic absenteeism.

However, while targets were met, chronic absenteeism remains above ideal long-term goals, indicating a continued need for focused attention and sustained efforts.

Metrics:

- **Chronic Absenteeism (English Learners)**
Target: 21.2% | Actual: 17.6%
- **Chronic Absenteeism (All Students, Semester 1 2025–2026)**
Previous: 24.8% | Target: 20.6% | Actual: 21.2%

POSITIVE BEHAVIOR SUPPORT

Effective

Goal 2: Suspension Rate – Student Behavior and Discipline

Overall suspension rates significantly decreased from 1.07% to 0.37%, surpassing the target of 0.7%. This indicates that schoolwide behavior systems, including CHAMP structures, restorative practices, and proactive behavior supports, are effectively improving student behavior and reducing exclusionary discipline.

The suspension rate for African American students also met the identified target, decreasing to 7.87% and demonstrating progress toward reducing disproportionality. These results suggest that efforts to implement consistent expectations, reinforce positive behavior, and provide alternatives to suspension are having a positive impact.

While targets were met, the suspension rate for African American students remains disproportionately higher than the overall rate, indicating the need for continued focus on equitable discipline practices and culturally responsive supports.

Metrics:

- **Suspension Rate (African American Students)**
Target: 8.2% | Actual: 2.7%
- **Suspension Rate (All Students, Semester 1 2025–2026)**
Previous: 1.07% | Target: 0.37% | Actual: 0.7%

STAFF ENGAGEMENT

Partially Effective

Goal 2: Climate & Culture – Staff Culture

Staff culture survey results show improvement from the prior year (92% to 93.1%), indicating positive movement in overall staff morale, collaboration, and sense of support. However, the current favorable rating of 93.1% did not meet the target goal of 94.5%, demonstrating that while progress has been made, additional efforts are needed to reach desired outcomes.

Current actions—including opportunities for collaboration, recognition of staff efforts, shared leadership structures, and wellness supports—are contributing to improved perceptions of staff culture. The upward trend suggests that these strategies are having a positive impact but have not yet reached full effectiveness across all staff groups.

Continued attention to workload balance, communication, shared decision-making, and staff wellness will be important to further strengthen staff culture and ensure all staff feel supported and valued.

Metric: Percent favorable in staff culture domain
Target: 94.5%
Prior Year: 92%
Actual: 93.1%

PARENT ENGAGEMENT

Effective

Goal 2: Climate & Culture – Family Engagement

Family engagement survey results exceeded the established goal, with 98.1% favorable responses compared to the 97% target. This indicates that current strategies to build strong relationships with families and create meaningful opportunities for engagement are highly successful.

Efforts such as consistent two-way communication, family events, workshops, and outreach appear to be fostering trust and connection between home and school. High favorable ratings suggest that families feel welcomed, informed, and valued as partners in their child’s education. The continued increase in positive responses demonstrates that family engagement systems are not only in place but are being experienced positively by the school community.

Metric: Percent favorable in family engagement domain
Target: 97%
Actual: 98.1%

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Sunset the use of a certificated tutor and maintain mentors to support RTI in Literacy, Math and SEL to facilitate early interventions for struggling students.
- Ensuring consistent use of high-quality instructional strategies across classrooms by providing focused professional development to enhance Tier 1 instruction and support effective literacy practices.
- Continued coaching and monitoring of instructional practices will be critical to moving from growth to higher levels of proficiency.
- Strengthen tiered interventions, including family meetings, mentoring, and individualized attendance plans.
- Continue providing inclusive and accessible family engagement opportunities.
- Strengthen student voice and relationship-building practices to enhance belonging and prevent behavior incidents.
- Continued refinement and intentional focus on staff support and collaboration will be necessary to achieve and sustain the desired level of staff culture and morale.

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:
1. Substitutes for teacher learning days 2. Provide supplemental materials to enhance GVC 3. Professional Learning Conferences	1. Tutors for English Learners 2. Provide supplemental materials & technology 3. Bilingual assistants and staff in ASP	1. Teaching Fellow paraprofessionals 2. Professional Learning Conferences 3. Substitutes for teacher learning days



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

LITERACY and MATH

Action Details

Early Literacy

Roeding Elementary School will increase student achievement in English Language Arts and Mathematics by implementing a comprehensive, standards-aligned instructional program within a Multi-Tiered System of Supports (MTSS) framework. All students will receive 120 minutes of daily Tier 1 ELA instruction and 90 minutes of daily Tier 1 Math instruction, inclusive of differentiated core instruction, structured small-group intervention, and designated RTI time. Instruction will be informed by ongoing formative and benchmark assessment data analyzed through collaborative PLC structures to ensure timely intervention and acceleration.

Through consistent implementation and progress monitoring, the school will strengthen foundational literacy and mathematics skills so that students demonstrate measurable growth and increased proficiency toward grade-level standards.

Direct Instructional Services

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

Tiered Instruction and MTSS Framework

Tier 1 – Core Instruction (All Students)

- All students receive 120 minutes of daily ELA instruction, including whole-group and small-group differentiated instruction.
- Instruction is standards-aligned, incorporating IPG Tenets 1–3 for foundational skills, student ownership, and instructional rigor.
- Classroom teachers lead Tier 1 instruction, supported by PLC structures, ILT, CCT, and schoolwide climate and culture practices aligned to District discipline guidelines.
- Kindergarten students receive differentiated Tier 1 instruction within their classrooms.

Tier 2 & 3 – Targeted Intervention

- Grades 1–3 participate in 30-40-minute intervention sessions, 4 days per week, delivered by classroom teachers, teaching fellows, and support staff.
- Tier 2 and Tier 3 support is provided for students reading 1 year or more below grade level by teacher and teaching fellows.
- Tier 1 and Tier 2 supports are coordinated during Daily Dive, ensuring classroom teachers and PLC teams address skill gaps in real time.
- Students are progress-monitored with i-Ready diagnostics, common formative assessments, and targeted re-teaching to address foundational skill gaps.

Personnel Deployment

- Tutors: 2 staff at 3 hours/day for push-in reading support (grades K–6).
- Mentors: 2 staff at 3-4 hours/day for student support and mentoring.

Professional Development and Teacher Supports

- Teachers engage in ongoing professional development to:
 - Analyze students' foundational reading needs and determine interventions.
 - Plan differentiated instruction aligned to grade-level standards.
 - Implement inclusive practices for students with special needs.
 - Use Instructional Practice Guide Tenets 2C (Foundational Skills) and 3 (Student Ownership) to strengthen instruction rigor.
 - K-2 teachers participate in semester coaching cycles with academic coach.
- Participation in the Fresno High Regional Literacy Project through:
 - Project ARISE modules on the Science of Reading.
 - TNTP partnership for early literacy coaching and curriculum-focused communities of practice.
- PLC Teams support skill development in:
 - Academic language, inferential/narrative language, and vocabulary.
 - Phonemic awareness, decoding, word analysis, and writing recognition.
 - Reading connected text daily to build fluency and comprehension.
 - Using common formative assessments for progress monitoring and root-cause analysis.

Curriculum, Materials, and Resources

- ELA Materials: Wonders (leveled readers, Wonder Works), Corrective Reading/Reading Mastery, Scholastic News, Story Works, Time for Kids.
- Math Materials: SWUN Math coaching and learning cycles with a focus on math fluency and increasing academic discourse.
- Digital Resources: i-Ready platform for individualized reading and math instruction, Teacher and Student Technology to increase digital literacy.
- Supplemental Resources: SWUN student and teacher materials, Reflex Math, Graphics, hands-on activities, guest speakers, assemblies, and enrichment experiences.
- Incentives for student growth are provided to motivate achievement.

Teacher Support and Collaboration

- Teachers have sub-release days to attend:
 - Lesson studies, classroom visits, Data Chats, SSTs, and IEPs.
 - Quarterly goal-setting conferences with students to review i-Ready goals, common assessments, EL reclassification goals, and attendance.
- PLC sub-release days: Four days for data analysis, instructional planning, and addressing foundational skill gaps.
- Root-cause analysis to determine interventions for students not meeting standards and enrichment for students who have mastered targets.

Instructional Enhancement and Enrichment

- Assemblies, hands-on science lessons, and guest speakers provide experiential learning to deepen content knowledge.
- Push-in support for K–6 reading through Teaching Fellows to strengthen early literacy foundations.
- Opportunities for staff and leadership to build capacity in literacy instruction, including asynchronous courses, coaching, and curriculum-focused communities of practice.

Summary:

The direct instructional program is comprehensive, MTSS-aligned, and data-driven, integrating Tier 1 core instruction, Tier 2/3 interventions, differentiated classroom support, professional learning, and enrichment opportunities. Curriculum and materials are diverse and aligned to State Standards, with a strong emphasis on foundational literacy, math fluency, and student ownership of learning. Staff collaboration through PLCs, coaching, and data cycles ensures that interventions are targeted, equitable, and responsive to student needs.

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.

Based on 2024–2025 data, Roeding Elementary increased the percentage of students scoring Level 4 on the ELPAC from 6.1% to 7.2% and increased the percentage of students improving at least one ELPI level from 45.7% to 46.8%. While growth is evident, the data indicate the need for strengthened and differentiated supports to accelerate English language acquisition and increase proficiency outcomes.

To address these needs, Roeding Elementary implements the following enhanced services within our MTSS framework:

Core Instruction & Integrated ELD (All EL Students)

- Daily designated ELD instruction aligned to ELPAC domains (Listening, Speaking, Reading, Writing).
- Integrated language objectives embedded within Tier 1 ELA and content-area instruction.
- Explicit vocabulary development, structured academic discourse routines, and language frames to promote oral language production.
- Ongoing formative assessment aligned to ELPAC performance levels.

Targeted Support for Newcomer Students

- Initial diagnostic assessment of language proficiency and foundational literacy skills.
- Small-group foundational literacy intervention focused on phonics, vocabulary, and oral language development.
- Visual supports, sentence frames, and scaffolded instructional materials.
- Increased family communication and orientation support to build school-home partnerships.

Support for Long-Term English Learners (LTELs)

- Targeted small-group intervention focused on academic vocabulary, complex text comprehension, and structured writing.
- Goal-setting conferences with students to monitor ELPI growth and pathway to reclassification.
- Data review cycles in PLCs to monitor progress toward ELPAC Level 4 and reclassification criteria.
- Strategic pairing with proficient English-speaking peers to promote academic discourse.

Monitoring and Support for Reclassified Fluent English Proficient (RFEP) Students

- Four-year monitoring plan to ensure continued academic success.
- Review of academic progress during PLC data cycles.
- Targeted intervention if students demonstrate academic regression.
- Continued access to academic language supports within Tier 1 instruction.

Data-Driven Continuous Improvement

- PLC analysis of ELPAC domain data and ELPI growth data to adjust instruction.
- Alignment of RTI services to specific language skill gaps.
- Progress monitoring through interim assessments and formative checks.

- Focused professional learning for teachers on high-impact ELD strategies.

Through consistent implementation of designated and integrated ELD, structured intervention, and ongoing progress monitoring, Roeding Elementary will work to increase the percentage of students achieving ELPAC Level 4 and accelerating annual ELPI growth, ensuring equitable access to grade-level standards for all English Learners.

Student Groups

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

English Learner (EL):

Provide supplemental instructional materials and resources for English Learners, and fund professional development for teachers and support staff to strengthen designated and integrated ELD, data-driven instruction, and targeted interventions. Monitor effectiveness through ELPAC/ELPI growth and classroom data.

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

English Learner (EL):

Using 7090 and 7091 funds, Roeding Elementary will provide additional after-school tutoring for English Learners, delivered by classified and certificated staff through supplemental contracts. We will also provide dedicated planning time for teachers and support staff. Teachers will implement district-provided ELD lessons with fidelity to ensure consistent, high-quality designated and integrated ELD instruction and support accelerated English language development.

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

English Learner (EL):

Roeding Elementary will provide targeted support for English Learners (ELs), including LTELs and Dually Identified ELs with IEPs, to ensure access to grade-level standards. Teachers will consistently implement academic discourse strategies, talk moves/accountable talk, and Language Frames. Designated ELD instruction will be delivered daily, and teachers and support staff will use ELPAC data in Ellevation to monitor progress and identify academic needs. Additional after-school tutoring will be provided to reinforce instruction.

To support EL growth and engagement, we will implement ELPAC goal-setting conferences with students and teachers, host an ELPAC assembly to promote test-taking strategies and goal-setting, and maximize the Home School Liaison to improve family communication and provide resources for at-home support.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Engage families of English Learners through ELPAC goal-setting conferences, informational ELAC meetings, and workshops, supported by bilingual resources and the Home School Liaison, to strengthen understanding of academic goals and strategies to support language and grade-level learning at home.

Professional Learning

Describe Professional Learning related to this action.

Teachers and support staff will participate in targeted professional learning to strengthen the delivery of designated and integrated ELD through the TLC Framework. Training will focus on implementing academic discourse strategies, talk moves/accountable talk, Language Frames, and data-driven instruction using ELPAC data in Ellevation. Staff will also receive guidance on differentiating instruction for LTELs and Dually Identified ELs with IEPs, monitoring student progress, and providing targeted intervention during core instruction and after-school tutoring. Ongoing PLC collaboration and coaching will support the consistent application of these strategies to accelerate English language development and grade-level achievement.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 practice by:

- Teachers effectively implementing Tier 1 instruction with aligned assessments.
- PLC teams meeting consistently to analyze data and adjust instruction.
- Tier 2 and 3 interventions being structured and targeted based on assessment results.
- K–2 teachers completing foundational literacy training, and 3–6 teachers finalizing comprehensive assessment plans and calendars aligned to IAB/FIABs.

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 these outcomes by utilizing district benchmark assessments, i-Ready Diagnostic reading assessments, and interim assessments including FSA and SBAC:

- Increase student engagement in literacy and math proficiency across all grade levels.
- Promote growth in student performance on CFA, CSA, IAB, and FIAB assessments.
- Strengthen collaboration within PLCs to refine and adjust instructional practices to build teacher clarity.

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.

Roeding Elementary will ultimately increase the number of students meeting or exceeding reading and math standards in SBAC.

Reading from **31.3% to 36.3%** and reduce the distance from standards met from **-58.5 to -43.5**.

Math from **29.1.% to 34.1%** and reduce the distance from standards met from **-62.9 to -51.9**.

Key outcomes include:

- A significant increase in students reading and math proficiency at or above grade level, closing achievement gaps.

- TK–6 teachers participating in TLC professional development in collaboration with EL services partners.
- Administration scheduling weekly classroom visits (Admin/AC), providing feedback, following up on feedback, and identifying patterns to align professional learning with site needs.
- Using the Reading Foundational Skills Tool and Collective Commitments Walkthrough Tool to collect observation data and provide actionable feedback.

Measurement:

- Outcomes will be measured using Reading Foundational Skills walkthrough data focused on Best Practices.
- Target: 70% of observations rated “Yes” in Phonological and Phonics Awareness.
- Teachers, grade-level PLCs, and administration will monitor data regularly to inform instructional adjustments and professional learning.

- Enhance intervention structures to accelerate progress for struggling readers.

Measurement:

- Progress will be monitored through growth across assessments and i-Ready Personalized Learning Lessons.
- Goal: Increase the number of students meeting their stretch growth in i-Ready D3 by 20% compared to D3 last year.
- Teachers, grade-level PLCs, and administration will regularly review data to inform instructional adjustments and intervention planning.

- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions through strong foundational literacy and math development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned to student needs.

Monitoring:

- The Principal, ILT, CCT, PLCs, and teachers will regularly monitor outcomes through SBAC results, benchmark assessments, and classroom data to ensure progress toward these long-term goals.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G1 - Academic Growth and Achievement

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 Foundation: Teaching Fellows to support Tier 2 & 3 Reading Intervention (2 Tutors- 5 X per week at 3.5 hours daily) https://fiscalservices.fresnounified.org/BudgetPrep2027/MenuMain.a5w#	26,604.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC planning days, Data Chats, SSTs, IEPs, ILT & CCT collaboration/classroom walks, professional learning including MLD, RFS coaching cycles, TLC planning) **Budget lines for personnel include salaries and related benefits	29,843.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site Licenses for classroom instruction and materials: SWUN, Reflex Math, FRAX, ESGI, Scholastic First Scholastic Works, We Video etc..	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support student engagement (Office Deport, Amazon, Lowes, etc.)	66,017.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom technology to support instruction, Smart TV replacement, standing desks, earphones, voice amplifies, document cameras, laptops and charger replacements. New TVs rooms 17, 37, 4	10,000.00
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: Support Tier 2 & 3 Reading Intervention	11,633.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Certificated Supplemental Contracts and Substitutes: (PL/PLC planning days, Data Chats, SSTs, IEPs, ILT & CCT collaboration/classroom walks, professional learning including MLD, RFS coaching cycles, TLC planning) **Budget lines for personnel include salaries and related benefits	21,486.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for 2027: 146 hours, two certificated assessors, Sergio Gonzalez & Esther Barnard, and snacks **Budget lines for personnel include salaries and related benefits	9,203.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support multilingual learners with instruction (Amazon, books, subscriptions, cultural diverse resources and experiences)	11,105.00

\$211,391.00

STUDENT ENGAGEMENT and POSITIVE BEHAVIOR SUPPORTS

Action Details

Life Skills

Student Engagement:

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.

By June 2027, 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.

Positive Behavior Supports:

Roeding ES will implement a tiered level of response for all behavior incidents using the school-adopted levels of misbehavior, Triage Support Flowchart, 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. 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.

By June 2027, Roeding ES will see a decrease in the suspension rate of 0.33% as measured by Power Bi.

Direct Instructional Services

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

Student Engagement:

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.
- Generation Changers Mentors, RCA and IS to support students.
- Continue implementation of Triage Support Flowchart

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:

- Read Across America
- Bricks 4 Kidz
- Student Council
- Roosevelt School of the Arts play
-

Roeding will offer the following clubs in 2026-2027:

- Leadership Club
- Girl Power Club
- Young Men of Character
- CoderGirlz
- ESports-Minecraft
- Cheer Team

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

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

- Magic Shows
- Evo Barn Dance
- Hula Dance
- African Drums
- Video Gaming Truck, etc.
- Week of Code
- Meaningful Work

- Minecraft Club
- Family Events: Donuts with Dad, Muffins with Mom, Pastries with Grandparents
- Food Trucks

Positive Behavior Support

- Monthly incentives offered to students who are Successful, Outstanding, Accepting of Others, Respectful (SOAR)
- 1 bilingual 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 though 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

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.

According to the California Dashboard:

- English Learners perform at a High level (green) 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.
- Agendas and Reminders posted in Main Office and on ParentSquare.
- 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
- Supplementing materials and supplies
- Daily Designated and Integrated ELD (Tier 1) from certificated teachers
- 2 tutors from Teaching Fellows to support daily classroom instruction
- 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 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 experiences.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.
- Increased student engagement as more clubs and enrichment opportunities become available.
- 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
- Various Vendors to support SOAR celebrations
- HSL and Mentors to support student engagement
- 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?

- 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 Dia de Muertos, Dia de Las Madres, Dia de Nino, Chinese New Year, etc.
- 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
- 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:
- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

As a Site, we provide many opportunities for our families to experience the education of their students. Some examples of this include:

- Success Together, Parent University, and Family Engagement Hour host parent engagement.
- Celebrating cultural holidays, such as Dia de Muertos, Dia de Las Madres, Dia de Nino, African American History Month with African Drums, Chinese New Year, etc.
- Providing opportunities for our families to interact with our staff during events like: Muffins with Mom, Donuts with Dad, Pastries with Grandparents, Evo Bluesteen's Barn Dance, Hula Dance
- Providing opportunities for our students to showcase their learning through: Winter and Spring Music showcases, Winter and Spring Choir showcases
- Back to School Nite, Parent/Teacher Conferences, Open House

Professional Learning

Describe Professional Learning related to this action.

As a site, we are continuing to provide opportunities for our teachers to:

- professional learning opportunities to build capacity in teaching reading using the Teaching and Learning Cycle using both in-house staff (Academic Coach, Lead teachers) and EL services
- professional learning opportunities in grades K-2 with building capacity in instructional strategies in Reading Foundational Skills
- professional learning opportunities in grades 3-6 with building capacity in utilizing the Math Lesson Design
- New Teacher Huddles bi-monthly
- Professional learning of the levels of misbehavior and addressing student needs
- Professional learning of the MTSS levels of support and addressing student needs

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Student Engagement:

- 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.

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.

Student Engagement:

- Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions.

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.

Student Engagement:

- Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system.

- 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 experiences .
- Continued implementation of meaningful student jobs, providing leadership and responsibility opportunities.

Positive Behavior Support:

- Review 2025-2026 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:
- 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
- Outcomes monitored by Principal, VP, Academic Coach, teachers, and grade level PLCs.
-

- 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.

Positive Behavior Support:

- Based on 2025-2026 Spring Climate and Culture Rubric, set goal for 2026-2027.
- 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.

- 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.

Positive Behavior Support:

- Reflect on the implementation of actions aligned to CCT Rubric for 2026-2027.
- 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 0.33%
- 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

- 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.

- 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 46% to 51%.
- Outcomes monitored by Principal, VP, Academic Coach, teachers, and grade level PLCs.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

ATTENDANCE

Action Details

Health & Wellness

By June 2027, Roeding Elementary will decrease the amount of chronic absenteeism from the current 21.2% to our target of 20.6% while increasing the overall site ADA, supporting students to be on target to graduate as measured by District Attendance reports and District ADA reports.

Direct Instructional Services

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 student needing Tier 2 and 3 supports, 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), Classroom attendance incentives
- 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.
 - Continue implementation of Triage Support Flowchart
 - 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:

- Coding Clubs
- ESports-Minecraft
- 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

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

• **Chronic Absenteeism**

- According to the California Dashboard, Roeding English Language Learners are in the red, a low-performing group with 21.2% of our 165 English Learner classified students considered chronically absent. This reflects a 4.1% increase from last year.

• **English Language Arts:**

- According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -58.6 points distance from standards met on SBAC 2024, a decrease of 4.3 points from with 45.7% progress in the green, high-performance group an increase of 9.7% which includes 116 students.
- According to the California Dashboard, Roeding recently reclassified English Language Learners are 29 points above standards met on SBAC 2024, which includes 26 students.

• **Mathematics:**

- According to the California Dashboard, Roeding English Language Learners are in the orange, a low-performance group with -60.7 points distance from standards met on SBAC 2024, a decrease of 7.6 points from with 45.7% progress in the green, high-performance group an increase of 9.7% which includes 116 students.
- According to the California Dashboard, Roeding recently reclassified English Language Learners are 14.2 points above standards met on SBAC 2024 in math, which includes 26 students.

• **Prop 28:**

- Prop 28 funds will be used to support an Arts Integration teacher on campus and strings/band and choir teachers on campus

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 2 tutors from California Teaching Fellows that will support our Tier2 & 3 reading Intervention. Students will participate in 30-40 minute RTI sessions 4 days per week through a deployment model with the classroom teachers, 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 Teaching Fellows (in grades K-6), and RSP teacher
- 2 (3 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.

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 2 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, and 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 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)
- Funding 3 mentors (Five days a week for 3-4 hours daily) through Generation Changers
 - mentors will support attendance, academics and SEL Skills through real-world learning experiences and sustaining a sense of belonging to a positive community

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

Roeding will utilize 7090/7091 funds to support our Tier 3 reading intervention. Students will participate in a 30-40 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. Magic Show, Video Game Truck, Reptile Ron
- HSL and RCA to support student engagement
- 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, Principal and Vice Principal.
- Intervention time as needed.
- EL students will receive integrated and designated 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will support chronic absenteeism by providing multiple opportunities for our families to participate in.

- 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, African American History Month with African Drums, Chinese New Year, etc.
- Providing opportunities for our families to interact with our staff during events like: Muffins with Mom, Donuts with Dad, Pastries with Grandparents, Evo Bluesteen's Barn Dance, Hula Dance
- Providing opportunities for our students to showcase their learning through: Winter and Spring Music showcases, Winter and Spring Choir showcases
- Back to School Nite, Parent/Teacher Conferences, Open House

Professional Learning

Describe Professional Learning related to this action.

As a site, we are providing professional learning opportunities to pivotal members of the attendance monitoring team:

- HSL, OM, and VP attend district-sponsored professional learning events to continue to build capacity around the MTSS progress monitoring tools

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 CFA's, CSA's, FIAB's, and IAB's
- Decrease number of students receiving Tier 2 & 3 Academic Supports
- Decrease suspensions for All student groups
- Increase number of students attending and receiving school-wide attendance incentives by 5%

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

PROP 28

Action Details

Life Skills

Roeding Elementary will continue to augment music and Arts Education with integrated arts-based strategies that strengthen student engagement, academic language, and critical thinking aligned to SBAC expectations. Teachers will incorporate arts integration strategies that support writing, sequencing, and evidence-based thinking to reinforce grade-level ELA standards and SBAC performance tasks.

This action supports SPSA goals by increasing student engagement, promoting deeper comprehension, and providing students with multiple opportunities to analyze, create, and communicate ideas—skills essential for success on SBAC assessments.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Provide direct and integrated art instruction to support student engagement, creativity, and critical thinking.
- Integrate arts-based learning strategies that reinforce grade-level literacy skills, communication, sequencing, and comprehension aligned to SBAC expectations.
- Utilize instructional materials and supplies such as music, curriculum resources, movement equipment, and performance materials to support arts instruction.
- Implement strategies aligned to the **Multi-Tiered System of Supports (MTSS)** to provide differentiated learning opportunities, increase access to grade-level content, and support diverse student learning needs.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- Family Engagement Hour
- Muffins with Mom
- Donuts with Dad
- Pastries with Grandparents
- Evo Barn Dance
- Hula Dance
- Back to School Night
- Open House
- Award Assemblies
- Concerts

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Increased Student Engagement:

- Students show enthusiasm, participation and joy in arts integrated learning.
- Measured by teacher observations, attendance and student surveys.
- Monitored by teachers and site administrators

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by teacher observations reduction in redirections or behavioral incidents.
- Monitored by arts integration teacher and classroom teacher.

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive and safe environment where the arts are valued, and students feel strong sense of belonging and pride to be a Rocket.
- Measured by school climate and culture surveys student attendance and family engagement data.
- Monitored by site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : Mentoring tutors to support attendance, academics and SEL Skills through real-world learning experiences and sustaining a sense of belonging to a positive community.	53,420.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		65,066.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			HSL, RCA extra time to support student engagement **Budget lines for personnel include salaries and related benefits	5,181.00
G2A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supplemental Contracts to support tutoring and leadership **Budget lines for personnel include salaries and related benefits	10,400.00
G2A1	LCFF: EL	Instruction	Bks & Ref			Materials and Supplies to support multilingual learners (books, subscriptions, cultural diverse resources and experiences)	746.00

\$134,813.00

PARENT ENGAGEMENT

Action Details

Community Engagement

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.

By June 2027, Roeding will show an increase of 1.1% in the Spring 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.

Direct Instructional Services

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
 - Quarterly ELAC (English Learner Advisory Committee) meetings in English and Spanish
 - Family Engagement Events-Back to School Nite, Barn Dance, Muffins with Mom, Pastries with Grandparents, etc.
 - 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

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).

Based on 2024–2025 data, Roeding Elementary increased the percentage of students scoring Level 4 on the ELPAC from 6.1% to 7.2% and increased the percentage of students improving at least one ELPI level from 46.4% to 51.0%. While growth is evident, the data indicates the need for strengthened and differentiated supports to accelerate English language acquisition and increase proficiency outcomes.

To address these needs, Roeding Elementary implements the following enhanced services within our MTSS framework:

Core Instruction & Integrated ELD (All EL Students)

- Daily designated ELD instruction aligned to ELPAC domains (Listening, Speaking, Reading, Writing).
- Integrated language objectives embedded within Tier 1 ELA and content-area instruction.
- Explicit vocabulary development, structured academic discourse routines, and language frames to promote oral language production.
- Ongoing formative assessment aligned to ELPAC performance levels.

Targeted Support for Newcomer Students

- Initial diagnostic assessment of language proficiency and foundational literacy skills.
- Small-group foundational literacy intervention focused on phonics, vocabulary, and oral language development.
- Visual supports, sentence frames, and scaffolded instructional materials.
- Increased family communication and orientation support to build school-home partnerships.

Support for Long-Term English Learners (LTELs)

- Targeted small-group intervention focused on academic vocabulary, complex text comprehension, and structured writing.
- Goal-setting conferences with students to monitor ELPI growth and pathway to reclassification.
- Data review cycles in PLCs to monitor progress toward ELPAC Level 4 and reclassification criteria.
- Strategic pairing with proficient English-speaking peers to promote academic discourse.

Monitoring and Support for Reclassified Fluent English Proficient (RFEP) Students

- Four-year monitoring plan to ensure continued academic success.
- Review of academic progress during PLC data cycles.
- Targeted intervention if students demonstrate academic regression.
- Continued access to academic language supports within Tier 1 instruction.

Data-Driven Continuous Improvement

- PLC analysis of ELPAC domain data and ELPI growth data to adjust instruction.
- Alignment of RTI services to specific language skill gaps.
- Progress monitoring through interim assessments and formative checks.
- Focused professional learning for teachers on high-impact ELD strategies.

Through consistent implementation of designated and integrated ELD, structured intervention, and ongoing progress monitoring, Roeding Elementary will work to increase the percentage of students achieving ELPAC Level 4 and accelerating annual ELPI growth, ensuring equitable access to grade-level standards for all English Learners.

Roeding Elementary will provide inclusive opportunities for English Learner (EL) families to engage in their students’ academic growth and school community. Key strategies include:

- **Parent Training & Support:** EL Parent Training on the ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy; guidance on sustaining home language and developing multilingual proficiency.
- **ELAC & Input:** Transparent processes to ensure EL parent participation in ELAC and input on SPSA and other EL matters, with awards and incentives to recognize involvement.
- **Communication & Outreach:** Home/School and Community Liaisons facilitating communication; Family Engagement Hours led by HSL and Parent University; parent-teacher conferences in the home language; flyers, materials, and marquee updates in families’ primary language; ParentSquare district-wide communication platform.
- **Assessment Support:** ELPAC goal-setting conferences and ELPAC Assembly to promote test-taking strategies and the importance of goal-setting.
- **Resources & Translation:** Provision of materials and supplies, including books for home use; translators available for Spanish, Hmong, ASL, and other languages; Parent Learning Opportunities offered by the site and Parent University.

These strategies ensure equitable access and meaningful engagement for all EL families, including newcomers, LTELs, and RFEP students.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will support family engagement with the following supports:

- Quarterly ELPAC meetings in Spanish and English
- Parent/Teacher conferences held in parent's home language
- Family Engagement Events-Back to School Nite, Barn Dance, Muffins with Mom, Pastries with Grandparents, etc.
- Success Together Literacy Partnership
- Communication through Parent Square
- Flyers and PowerPoint presentations uploaded to the Roeding website

Professional Learning

Describe Professional Learning related to this action.

- Staff led professional learning on implementation of the Teaching and Learning Cycle

- Planning days to support the implementation and vertical articulation of the Teaching and Learning Cycle
- EL Services led professional learning and ongoing support of the implementation of the Teaching and Learning Cycle
- EL Services led professional learning and ongoing support of the implementation of Differentiated lessons based on student need during Designated English Language Development

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate 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 students who meet and exceed the reading standards from 31.3 to 36.3 on SBAC, decreasing the distance from the standards met from 50.8 to 45.5, and increasing the ELPI percentage of students who improved at least one ELPI level from 46% to 51%.

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

STAFF ENGAGEMENT

Action Details

Effective Staff

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

By June of 2027, Roeding will raise the percent favorable in staff culture domain from 92% to 93.1%.

Direct Instructional Services

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, water bottles, lunch boxes, blankets, coffee cups, etc.)
- Staff appreciation meals and activities
 - Food/Snack cart
 - Travelin' Tom 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/SSC
- 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. We will also offer supplemental contracts to support the opportunity for certificated and classified tutoring.

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

n/a

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

n/a

Professional Learning

Describe Professional Learning related to this action.

Roeding will support Staff Engagement by:

- Attendance to the ATDLE Conference to continue to build capacity in DLI (Dual Language Immersion) Teachers
- Provide ongoing Professional Learning to continue to build capacity, provided by site staff, around the Site Instructional focus areas: Reading Foundational Skills (High Frequency Words), Math Lesson Design, Teaching and Learning Cycle

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

- **Higher staff retention rates, reduce turnover and create** stable, experienced teaching staff.

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.

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.

- **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.

- 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.

- 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation: (i.e., materials and supplies, paper, newsletters, poster paper, storage for materials related to Family Engagement Hour etc... **NO FOOD or INCENTIVES**	2,500.00
G3A1	LCFF: EL	Parent Participation	Cons Svc/Oth			TBD : Graphics, posters, banners, newsletters, paper, poster paper etc. Graphics Dept closing, moved from 5725 to 5899.	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Staff Fellowship & Appreciation: (POs for Swag, T-Shirts, America Go)	21,000.00
G3A2	LCFF: EL	Instruction	Travel			Attend Professional Development such as ATDLE Two Way Dural Language Conference.	10,000.00

\$34,500.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0385 Roeding Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0385	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows to support Tier 2 & 3 Reading Intervention (2 Tutors- 5 X per week at 3.5 hours daily) https://fiscalservices.fresnounified.org/BudgetPrep2027/MenuMain.a5w#	26,604.00
060	3010	0385	1110	2495	4300	Mat & Supp					G3A1	Parent participation: (i.e., materials and supplies, paper, newsletters, poster paper, storage for materials related to Family Engagement Hour etc... **NO FOOD or INCENTIVES**	2,500.00
060	3010	0385	1110	3110	5110	Subagreements					G2A1	Generation Changers : Mentoring tutors to support attendance, academics and SEL Skills through real-world learning experiences and sustaining a sense of belonging to a positive community.	53,420.00
030	7090	0385	1110	1000	1120	Teacher-Subs					G1A1	Certificated Supplemental Contracts and Substitutes: (PL/PLC planning days, Data Chats, SSTs, IEPs, ILT & CCT collaboration/classroom walks, professional learning including MLD, RFS coaching cycles, TLC planning) **Budget lines for personnel include salaries and related benefits	29,843.00
030	7090	0385	1110	1000	4200	Bks & Ref					G1A1	Site Licenses for classroom instruction and materials: SWUN, Reflex Math, FRAX, ESGI, Scholastic First Scholastic Works, We Video etc..	25,000.00
030	7090	0385	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies to support student engagement (Office Deport, Amazon, Lowes, etc.)	66,017.00
030	7090	0385	1110	1000	4300	Mat & Supp					G3A2	: Staff Fellowship & Appreciation: (POs for Swag, T-Shirts, America Go)	21,000.00
030	7090	0385	1110	1000	4400	Nc-Equipment					G1A1	Classroom technology to support instruction, Smart TV replacement, standing desks, earphones, voice amplifies, document cameras, laptops and charger replacements. New TVs rooms 17, 37, 4	10,000.00
030	7090	0385	1110	1000	5723	Direct-Maint					G1A1	Technology repair and maintenance	500.00
030	7090	0385	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : California Teaching Fellows: Support Tier 2 & 3 Reading Intervention	11,633.00
030	7090	0385	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Dominguez, Magali	0.7500	G2A1		65,066.00
030	7090	0385	1110	3130	2230	Cls Sup-Ext					G2A1	HSL, RCA extra time to support student engagement **Budget lines for personnel include salaries and related benefits	5,181.00
030	7091	0385	4760	1000	1120	Teacher-Subs					G1A1	Certificated Supplemental Contracts and Substitutes: (PL/PLC planning days, Data Chats, SSTs, IEPs, ILT & CCT collaboration/classroom walks, professional learning including MLD, RFS coaching cycles, TLC planning) **Budget lines for personnel include salaries and related benefits	21,486.00
030	7091	0385	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors for 2027: 146 hours, two certificated assessors, Sergio Gonzalez & Esther Barnard, and snacks **Budget lines for personnel include salaries and related benefits	9,203.00
030	7091	0385	4760	1000	2960	Oth Cls-Supp					G2A1	Classified Supplemental Contracts to support tutoring and leadership **Budget lines for personnel include salaries and related benefits	10,400.00
030	7091	0385	4760	1000	4200	Bks & Ref					G2A1	Materials and Supplies to support multilingual learners (books, subscriptions, cultural diverse resources and experiences)	746.00
030	7091	0385	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies to support multilingual learners with instruction (Amazon, books, subscriptions, cultural diverse	11,105.00

030	7091	0385	4760	1000	4300	Mat & Supp	G3A1	resources and experiences)	11,105.00
030	7091	0385	4760	1000	5221	Travel	G3A2	Attend Professional Development such as ATDLE Two Way Dural Language Conference.	10,000.00
030	7091	0385	4760	2495	5899	Cons Svc/Oth	G3A1	TBD : Graphics, posters, banners, newsletters, paper, poster paper etc. Graphics Dept closing, moved from 5725 to 5899.	1,000.00
									\$380,704.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$82,524.00
Sup & Conc	7090	\$234,240.00
LCFF: EL	7091	\$63,940.00
Grand Total		\$380,704.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$211,391.00
G2 - The Whole Child (SEL and Engagement)	\$134,813.00
G3 - Operational Excellence	\$34,500.00
Grand Total	\$380,704.00