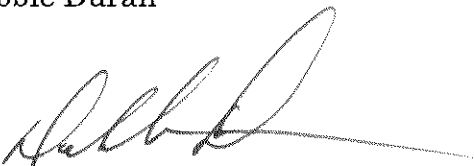


**Roeding Elementary**

10621666006464

Principal's Name: Debbie Duran

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Debbie Duran	X				
2. Chairperson - Josh Lee		X			
3. Christa Hancer		X			
4. Genaro Garcia		X			
5. Seana Dull		X			
6. Rashell Tinoco			X		
7. Cassondra Rodriguez				X	
8. Tanya Santoyo				X	
9. Joshlyn Blancarte				X	
10. Maria Barajas				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Roeding Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Debbie Duran		4/6/21
SSC Chairperson	Josh Lee		4/6/21

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Roeding - 0385

**ON-SITE ALLOCATION**

3010	Title I	\$68,195 *
7090	LCFF Supplemental & Concentration	\$219,978
7091	LCFF for English Learners	\$45,765
7099	School Opening Support <i>(New! One-time funds)</i>	\$24,846
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$358,784</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,779
Remaining Title I funds are at the discretion of the School Site Council	\$66,416
Total Title I Allocation	\$68,195

## Roeding Elementary 2021-2022 - SPSA

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

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		34.1 %	2020-2021	41.1 %
I-Ready Math D2 On Level		24.77 %	2020-2021	31.77 %
I-Ready ELAD2 On Level (Students With Disabilities)		15.94 %	2020-2021	22.94 %
I-Ready Math D2 On Level (Students With Disabilities)		15.15 %	2020-2021	22.15 %
I-Ready ELAD2 On Level (African American)		34.62 %	2020-2021	41.62 %
I-Ready Math D2 On Level (African American)		17.65 %	2020-2021	24.65 %
I-Ready ELAD2 On Level (White)		34.29 %	2020-2021	41.29 %
I-Ready Math D2 On Level (White)		18.18 %	2020-2021	25.18 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELAD2 On Level

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready ELAD2 2020 was 21% on level, as compared to i-Ready ELAD2 2021, which was 34.1% on level. This is an increase of 13.1%.

Our English Learner re-designation rate dramatically increased 26.6 points and is currently 18.1 points above standard indicating our students performed significantly better on multiple measures needed for redesignation. According to the California Dashboard, 37.8% of our English Language Learners are

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

#### I-Ready ELA D2 On Level

The students in lower performing subgroups struggle with decoding, reading fluency and reading comprehension. This can cause significant gaps in learning. Additional Tier 1 instruction support is needed for staff to ensure effective first instruction for all subgroups (including strategies that are research-based to close gaps in learning and differentiating instruction based on need by student).

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

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

making progress towards proficiency.

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

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

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready ELAD2 2020-2021 for African American students was 34.62% in movement towards on level standard in ELA. This metric is 0.52% lower than our site i-Ready D2 ELA results.

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

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready ELAD2 2020-2021 for SWD students was 15.94% in movement towards on level standard in ELA. This metric is 18.16% lower than our site i-Ready D2 ELA results.

#### **I-Ready ELA D2 On Level (White)**

Roeding focused on Tier 1 instruction in ELA throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready ELAD2 2020-2021 for White students was 34.29% in movement towards on level standard in ELA. This metric is 0.19% higher than our site i-Ready D2 ELA results.

#### **I-Ready Math D2 On Level**

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready math D2 2020 was 19% on level, as compared to i-Ready math D2 2021, which was 24.77% on level. This is an increase of 5.77%.

The Fresno Regional Mini-PAC (Del Mar, Homan, Muir, Roeding), participates in quarterly planning with grade level teachers from all four schools (backwards mapping, etc.), which supports the increases in math scores. For each chapter, the collective grade level creates at least one Common Summative Assessment and at least one Common Formative Assessment, in which results are then shared between teachers, to cognitively plan and develop levels of student support, and provide each other feedback as to successful instructional moves.

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

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom

Our African American subgroup has a 34.62% on level rate in ELA as compared to the site, which has a rate of 34.1% on level scoring academically in ELA. Although there is less of a disproportionality between AA and the site results in movement towards standard, this subgroup continues to be a focus for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs. In addition, over 45 AA students participated in the A4 after school reading program.

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

Our Students with Disabilities subgroup has a 15.94% on level rate in ELA as compared to the site, which has a rate of 34.1% on level scoring academically in ELA. There was a significant disproportionality in SWD compared to our overall site in movement towards standard, therefore this population continues to be a focus for our site. Attendance and Rigor is a significant barrier for our Students with Disabilities subgroup. Additionally, lack of unconditional reading skills and concepts impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides service as supports for our Students with Disabilities. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

#### **I-Ready ELA D2 On Level (White)**

Our White subgroup has a 34.29% on level rate in ELA as compared to the site, which has a rate of 34.1% on level scoring academically in ELA. Although there is less of a disproportionality between Whites and the site results in movement towards standard, this subgroup continues to be a focus for our site. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in ELA and additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

#### **I-Ready Math D2 On Level**

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

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

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



observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready Math D2 2020-2021 for African American students was 17.65% in movement towards on level standard in Math. This metric is 7.12% lower than our site i-Ready D2 Math results.

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

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready Math D2 2020-2021 for Students with Disabilities was 15.15% in movement towards on level standard in Math. This metric is 9.62% lower than our site i-Ready D2 Math results.

**I-Ready Math D2 On Level (White)**

Roeding focused on Tier 1 instruction in math throughout the year in professional development, classroom observations and teacher feedback using the IPG tool as well as PLC Rubric.

The effectiveness in achieving the expected outcomes in i-Ready Math D2 2020-2021 for White students was 18.18% in movement towards on level standard in Math. This metric is 6.59% lower than our site i-Ready D2 Math results.

Our African American subgroup has a 17.65% on level rate in Math as compared to the site, which has a rate of 24.77% on level scoring academically in Math. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs. In addition, over 45 AA students participated in the A4 after school reading program.

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

Our Students with Disabilities subgroup has a 15.15% on level rate in Math as compared to the site, which has a rate of 24.77% on level scoring academically in Math. There was a significant disproportionality in SWD compared to our overall site in movement towards standard, therefore this population continues to be a focus for our site. Attendance and Rigor is a significant barrier for our Students with Disabilities subgroup. Additionally, lack of foundational math skills and concepts impede learning. At Roeding, we seek to support the whole child and have a multi-tiered approach to supporting Students with Disabilities and their families with basic needs as well as working with students in academics at all Tier levels in the classroom. Our SEL targeted support team provides service as supports for our Students with Disabilities. We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

**I-Ready Math D2 On Level (White)**

Our White subgroup has a 18.18% on level rate in Math as compared to the site, which has a rate of 24.77% on level scoring academically in Math. We are tackling this issue by focusing on good Tier 1 first instruction at grade level rigor in Math and providing additional instruction based on the specific need of the student (Tier 2-3) to close gaps. Cultural proficiency work and building relationships with students will also support an increase in proficiency and a decrease in suspensions (absences from school). We will continue to disaggregate data and design interventions based on subgroup and individual student need. Our MTSS framework (which we refined and improved significantly this year) allows for us to plan and intervene individually based on the student's Academic and SEL needs.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

We eliminated our Teaching Fellows contract due to distant learning restrictions. We increased our budget around technology to provide every student with a working device for distant learning. We also purchased additional technology and online teaching platforms to support teachers and students with online learning.

- monitors
- document cameras
- printers
- headphones
- laptops & tablets
- surgebars
- online platforms (Peardeck, Seesaw)

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Teachers are utilizing i-Ready online platform to individualize reading and math instruction, based off diagnostic results.
- Continue professional development with TNTP in ELA to align with focus area of rigor, cognitive planning and teacher building teacher clarity around target and assessment to reflect on instructional impact and respond to students' results.
  - Continue PL for staff on cognitive planning of instruction (build staff capacity)
- Continue Tier 2-3 RTI support for students but revise quarterly based on data to ensure student needs are being met
- Teachers are using various forms of data to identify students' individual needs in reading and math
- Teachers are meeting with students to goal set for upcoming district diagnostics using multiple measures (such as: iReady data, CFA, and CSA data)
- Teachers were provided grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RTI time
- Teacher will continue to develop efficacy in the areas of Cultural Proficiency by professional development around Cultural Proficient Practices, Multilingual Experiences, and Social Action.
- Increasing recruitment and retention of our staff to reflect the diversity of our Roeding Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values.

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

- 1** SSC:
- SSC gave feedback before writing SPSA in February 2021
    - SSC members feedback is around continuing the upward academic trend, as identified by i-Ready Diagnostics from 2019-2021
    - using triangulated data to monitor student progress as aligned to instructional impact
  - SSC to review SPSA in March 2021

- 2** ELAC:
- ELAC gave feedback before writing SPSA in March 2021
  - ELAC to review SPSA in March
  - ELAC members feedback is around building our cultural proficiency.
    - Celebrating Various Cultural Events
    - Recognizing the similarities and opportunities to learn from the various cultures represented at Roeding
    - Expanding on DI celebrations to include English

- 3** Staff:
- Staff shared interest/feedback for changes to 2021-2022 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
  - Admin included all requests in budget/SPSA options, Staff Voted on options at PLC Meeting on 3/11/21.

## Action 1

Title: ELA KINDER-3RD GRADE

### Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades K through 3 reading on grade level and beyond.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

i-Ready: The Fall i-Ready Diagnostic will be used as a baseline indicator. Teachers will utilize this data point for student chats, goal setting and progress monitoring for the Winter and Spring Diagnostics.

Teacher will identify 6-8 focus students in reading who are met or nearly met on Spring iReady Diagnostic.

Owner(s):

Admin  
Teachers  
SPED/RSP  
TSA

Timeline:

Kinder - 3rd grades: three times a year

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

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

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on: increase of one level, two or more levels and no change in i-Ready from one quarter to another. (see attachment)
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment.

Owner(s):

Admin  
Teachers  
SPED/RSP  
TSA  
Certificated Tutors

Timeline:

Kinder - 3rd grades: three times a year

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

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

1. Kinder will BAS/BPST quarterly
2. First Grade will BAS/BPST quarterly and at the end of each RtI Cycle in intensive groups
3. Second Grade will BAS/BPST quarterly and at the end of each RtI Cycle in intensive groups
4. Third Grade will BAS at the end of each RtI Cycle in intensive groups

Owner(s):

TSA  
Certificated Tutors  
Teachers  
SPED/RSP

Timeline:

First through 3rd grade every six weeks with intensive groups

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

Cycle of Continuous Improvement:

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

Owner(s):

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

Timeline:

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

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

i-Ready Reading Diagnostic

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA, white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: bandwidth and scale score growth from the current i-Ready diagnostic results and prior year's i-Ready results. (see attachment)
5. Compare i-Ready results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of diagnostic and standards-based rubric.

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

ILT  
PLCs  
SPED/RSP  
Mini-PAC

[Timeline:](#)

Three times a year

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

SBAC (3rd grade):

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's i-Ready diagnostic data and current CFA's and CSA's to include the following: ELD, SWD, AA, white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: grade level distribution and percentage of growth between the three i-Ready diagnostics and prior year's i-Ready results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results, including FIABs and IABs from the CAASPP assessment website, as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

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

Admin  
TSA  
ILT  
Teachers  
SPED/RSP

[Timeline:](#)

Quarterly  
Three times a year  
Annually

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

Foundational Skills Assessment -Dual Immersion Kindergarten Assessment:

1. Utilize Roeding Literacy Benchmarks to set SMART goals for: individual student, classroom, and PLC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each FSA Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

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

D.I. Teachers

[Timeline:](#)

Quarterly

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

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

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

**Owner(s):**

Admin  
RCAs  
RSP Teacher

**Timeline:**

Monthly  
Bi-Monthly

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

Data Driven Instructional Calendar (DDI):

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- FIABs and IABs (3rd Grade) will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

**Owner(s):**

ILT  
PLCs  
TSA  
Admin  
Mini-PAC

**Timeline:**

Quarterly  
Weekly

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

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

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

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED AC  
PLCs

**Timeline:**

Monthly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 1-3 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutor, and SpEd staff. Kindergarten students will receive differentiated instruction within their classroom.
  - Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
    - Maintain common understanding of MTSS framework and continue building knowledge
    - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
    - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
    - Continue to focus on consistent implementation of Districtwide discipline guidelines
    - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
  - Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
  - 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics

- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their iReady goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, Fresno County PARCS & Rec hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Incentives for student growth

Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Teachers will incorporate ELPAC type tasks within their daily instruction.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- DL teachers will attend ATDL Two way and Dual Language Education Conference in October, 2021.

Specify enhanced services for low-performing student groups:

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and White Students).
- SPED teachers included in goal setting and data CCI's with principal for i-Ready and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 intervention and support in the RSP classroom.
- Tier 2 intervention in the classroom through differentiated instruction for subgroups. (SWD, AA and White Students)
- Tier 1 instruction and supports in the classroom.
- All students will be assessed quarterly using benchmark data including iReady, BAS, BPST, Critchlow and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RtI framework. (SWD, AA and White Students)

**Action 2**

**Title:** ELA4TH-6TH GRADE

Action Details:

Roeding will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with a focus on students in grades fourth through sixth in order for all students to grow one grade level or beyond in English Language Arts.

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

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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFAs and CSA's to include the following: ELD, SWD, AA
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution in i-Ready.
4. Track student movement, based on: bandwidth and percentage of growth from the three i-Ready diagnostics and prior year's Interim results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

**Owner(s):**

ILT  
Teachers  
SPED/RSP  
TSA  
PLCs

**Timeline:**

Data Chats August and February

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

ELA Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFAs and CSA's to include the following: ELD, SWD, AA & White students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the On or Above Level, One Level Below and Two or More Levels Below in the Class Diagnostic grade level distribution criteria.
4. Track student movement, based on: bandwidth and percentage of growth between i-Ready diagnostics and prior year's Interim results. (see attachment)
5. Compare i-Ready diagnostic results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

**Owner(s):**

ILT  
Teachers  
SPED/RSP  
TSA  
PLCs

**Timeline:**

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

**Owner(s):**

ILT  
Teachers  
SPED/RSP  
TSA  
PLCs  
Regional Mini PAC-Delmar, Homan, Muir, Roeding

**Timeline:**

Teachers- Daily & Weekly  
Mini PAC-by Unit

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

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

**Owner(s):**

ILT  
TSA  
Teachers  
SPED/RSP  
PLCs

**Timeline:**

Teachers-Biweekly

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

Data Driven Instructional calendar (DDI)

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

**Owner(s):**

ILT  
PLCs  
Teachers  
SPED/RSP  
Admin

**Timeline:**

Quarterly  
Weekly

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

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

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

**Owner(s):**

Admin  
RCA  
RSP Teacher

**Timeline:**

Monthly  
Bimonthly for Tier 3 students

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

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

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

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED AC  
PLCs

**Timeline:**

Monthly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students in grades 1-5 will participate in 40 minute RtI sessions 4 days per week through a deployment model with the classroom teachers, TSA, Certificated Tutors, Teaching Fellows, and SpEd staff. Kindergarten students will receive differentiated instruction within their classroom
- Tier 2 and 3 support will be provided by TSA, Certificated Tutors (2) and Teaching Fellows (3) RSP
  - Maintain common understanding of MTSS framework and continue building knowledge



- Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
- Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
- Continue to focus on consistent implementation of Districtwide discipline guidelines
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Tier 1 and 2 supports will be provided by the classroom teacher and ACs.
- 2 (0.375 hour) Kinder BIAs
- Materials utilized may include Wonders materials such as leveled readers, Wonders Works, Corrective Reading/Reading Mastery, Scholastic News, Story Works and Time for Kids
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- TNTP - New teacher project to support ELA instruction in grades 1-6
- Incentives for student groups

#### Specify enhanced services for EL students:

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- Teachers will utilize specific ELD strategies guided in the Wonders ELD section.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim 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 redesignation goal setting reports to be shared with teachers, students and parents.
- ELPAC assessors
- Teachers will incorporate ELPAC type tasks within their daily instruction.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- DI teachers will attend ATDLE conference in October, 2021.

#### Specify enhanced services for low-performing student groups:

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA and White Students).
- SPED teachers included in goal setting and data CCI's with principal for i-Ready and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Tier 3 intervention and support in the RSP classroom.
- Tier 2 intervention in the classroom through differentiated instruction for subgroups. (SWD, AA and White Students)
- Tier 1 instruction and supports in the classroom.
- All students will be assessed quarterly using benchmark data including iReady, BAS, Critchlow and comprehension tests for ELA
- Identified subgroups will be provided differentiated instruction based on student needs within the classroom and RtI framework. (SWD, AA and White Students)

### Action 3

Title: MATH KINDER-6TH

#### Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

SBAC:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA, WS.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT  
Teachers  
SPED/RSP  
TSA  
PLCs

Timeline:

Data Chats 3 times per year

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

Math Interim:

1. During Admin/Teacher Data Chats, each teacher will identify 6-8 focus students based on previous year's data and current CFA's and CSA's to include the following: ELD, SWD, AA and white students.
2. Teacher will set SMART goals for: individual student, classroom, and AC.
3. Monitor progress utilizing the Exceed, Met, Nearly Met, Not Met criteria.
4. Track student movement, based on: bandwidth and percentage of growth from Interim 1 to Interim 2 and prior year's Interim results. (see attachment)
5. Compare Interim results to CFA and CSA results as a Mini-PAC and as a school site.
6. Plan corrective instruction and supports based on data to incorporate into daily lessons.
7. Provide Professional Development to teachers to align implementation of assessment and standards-based rubric.

Owner(s):

ILT  
PLCs  
Teachers  
SPED/RSP

Timeline:

Biannually

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

Cycle of Continuous Improvement:

- Checking for Understanding
- Common Formative Assessment, created by Mini-PAC
- Common Summative Assessment, created by Mini-PAC

Owner(s):

ILT  
PLCs  
Teachers  
SPED/RSP  
Regional Mini PAC

Timeline:

Teachers daily, weekly  
Regional Mini PAC quarterly

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

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

- Work collaboratively with site administrator in designing and implementing interventions and supports, data collection and progress monitoring. (Data includes: KAIG, BAS, fluency, BPST, Interim, CFA/CSA)
- Team meets monthly to identify targeted supports, based on student need according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.

**Owner(s):**

RCAs  
Admin  
RSP teacher  
RCAs

**Timeline:**

Monthly  
Bimonthly for Tier 3 students

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

Data Driven Instructional calendar (DDI)

- Essential Standard being targeted
- Date of CFA's/CSA's
- Date of data analysis
- Date of corrective instruction action plan
- Date of implementation of corrective instruction
- Date of re-assessment
- IABs will be utilized for baseline data in the fall and progress monitoring in quarters 2-4.

**Owner(s):**

ILT  
PLCs  
Teachers  
SPED/RSP  
Admin

**Timeline:**

Quarterly

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

Foundational Skill Assessment-Kindergarten Assessment:

1. Utilize District Benchmarks to set SMART goals for: individual student, classroom, and AC. (see attachment)
2. Monitor progress utilizing the At/Above, Near and Significantly Below categories, based on Literacy Benchmark Agreements.
3. Track student movement, based on reaching each FSA Benchmark
4. Plan corrective instruction and supports based on data to incorporate into daily lessons.
5. Provide Professional Development to teachers to align implementation of assessment and planning of differentiation.

**Owner(s):**

Teachers  
TSA  
SPED/RSP  
Admin

**Timeline:**

Quarterly

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

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

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

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED AC  
PLCs

**Timeline:**

Monthly

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

- All students will be provided an extended school day with an additional 30 minutes of instruction (Daily Tier 1 instruction on grade level for 90 minutes in Math and 120 minutes in ELA, which includes whole and small group instruction for differentiation).
- All students have opportunities for productive struggle and demonstrate perseverance in reasoning and solving problems using go deeper think smarter questions from Go Math

- Tier 1- 2: All students in grades 1st through 6th will participate in a minimum 30 minute block of differentiated instruction to target specific math, standards, skills/gaps by student by need..
- Tier 1 and 2 supports will be provided by classroom teachers and AC team.
- Tier 3 supports will be provided in an afterschool tutorial to close academic fluency gaps
- Maintain common understanding of MTSS framework and continue building knowledge
  - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
  - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
  - Continue to focus on consistent implementation of Districtwide discipline guidelines
  - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2
- Materials utilized may include Go Math, MLD, on line resources, manipulatives, including fluency components and other online rigorous components etc.
- Increasing the digital literacy of students to align with the State Standards for Technology through the provision of Teacher and Student Technology in each classroom
- Resources, Materials & Supplies for instruction, including graphics
- Goal Setting chats will be held quarterly between teachers and ALL students to discuss their DRP goals, common assessment goals, EL re-designation goals, attendance goals, as applicable.
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs and IEPs
- Opportunities to build content knowledge and experiences through the use of assemblies, FCOE hands-on science lesson (Science Mobile), guest speakers, etc. will be sought out in order to enhance the instructional program.
- Continue to provide professional development and resources regarding inclusive practices for students with Special Needs.
- Unit Backwards Planning
- Common Core Companion
- Teacher and Student Technology
- Sub Release Days for teachers to attend lesson studies, classroom visits, Data Chats, SSTs
- Resources, Materials & Supplies for instruction
- Math CCI Cycle, CSU, CFA, CSA
- Incentives for Student Growth

#### Specify enhanced services for EL students:

- Teachers will utilize specific ELD strategies guided in GoMath and include multicultural experiences within real-world experiences.
- Teachers will desegregate the data on CFA, CSA, IAB and Interim for EL students and plan targeted instruction.
- 5th and 6th grade teachers will participate in MLD professional development to facilitate MLD lessons
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Teachers will incorporate ELPAC type tasks within their daily instruction.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided with support of District EL Coach:
- Deconstruction of EL Standards
- Specific EL Strategies
- Disaggregate data for common assignments in order to monitor and make instructional decisions.
- Extra support with hands on concepts and manipulatives, partner and group work will be provide as needed.
- DI teachers will attend ATDL conference in October, 2019.

#### Specify enhanced services for low-performing student groups:

Students with Disabilities, African American and White Students are not performing at the same rate of their general ed peers. Although the SWD, AA and White students' subgroup have demonstrated growth in the overall percentile, students are not moving into the meeting and exceeding bands at the same rate compared to the whole school. The SWD, AA and White Students' subgroup regularly incorporate hands on learning with the use of manipulatives.

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD, AA, WS).
- SPED and GE teachers included in goal setting and data CCI's with principal for Interims and SBAC.
- RSP caseload students identified on unit based CFA results to include in analysis and next steps.
- SDC, RSP and regular education teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments with a specific goal for SWD, African American and White Students..
- Tier 3 intervention and support in the RSP classroom to support GE setting.
- Tier 2 intervention in the classroom through differentiated instruction to include specific support for subgroups. (SWD, AA and WS)
- Tier 1 instruction and supports in the classroom.
- Focus on Digging Deeper/Think Smarter with a higher rigor expectation in MATH to build conceptual understanding.
- Staff continues to build knowledge of 5 Es (Go Math) and importance of release of ownership for students.
- Students experiencing low rigor questions/tasks with low student ownership in MATH.
- Some ACs functioning at Pre-Initiating or Initiating (Based on Learning by Doing Rubric)
- Tier 1 instructional supports needed for staff to ensure effective first instruction for all subgroups (including strategies that are researched based to close the learning gaps)
- Data analysis of SWD, AA and White students with RSP teacher to identified specific learning gaps based

on grade level essential focus standards, learning targets, CFA/CSA results to target learning based on need.

# 2021-2022 SPSA Budget Goal Subtotal

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

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,542.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	11,699.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions (i.e.-Peardeck, Flocabulary, SeeSaw, etc.)	8,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student classroom supplies to support instruction. No food or incentives.	5,543.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support student learning: replacement document cameras interactive televisions to replace SmartBoards additional student & teacher headsets charging stations	7,631.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	27,805.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair/maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier 3 Reading Intervention (RTI)	28,964.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supplemental Contracts for DI after school tutoring	3,806.00
G1A1	LCFF: EL	Instruction	Travel			: ATDLE (Dual Immersion) Conference PLC Conference (Solution Tree)	2,657.00
G1A2	Sup & Conc	Instruction	Travel			PLC Conference (Solution Tree) ATDLE (DI) Conference	5,500.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	5,339.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support instruction: Office Depot GW School Supplies Vallarta	7,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Certificated Subs (MLD, TNTP, SST, peer observation). No IEP's.	7,505.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs (ELPAC, MLD, TNTP, SST, peer observation)	5,830.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs (ELPAC, MLD, TNTP, SST, peer observation)	4,999.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Classroom Tech to support instruction: Document Cameras Smart Televisions Standing desks additional student & teacher headsets charging stations	15,000.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

**\$162,320.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	10 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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

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

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

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

- Lack of consistent resources due to the pandemic
- Parent education around long distance field trip experiences to increase student participation
- Limited staff to offer club experiences (lunch/after school)

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closures, Roeding has not been able to consistently provide opportunities to expose students to real world opportunities as we have in the past. We have transferred a large portion of the budget to provide replacement technology for students and additional technology for teachers (online teaching supports, monitors, etc.)

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes that will be made for the 2021-2022 to achieve this goal are:

- Increase parent education around long distance field trip experiences to increase student participation
- Increase professional development for teacher to incorporate real world learning experiences in daily lessons
- Teacher will continue to develop efficacy in the areas of Cultural Proficiency by professional development around Cultural Proficient Practices, Multilingual Experiences, and Social Action.
- Increasing recruitment and retention of our staff to reflect the diversity of our Roeding Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values.



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

**1 SSC:**

- SSC gave feedback before writing SPSA in February 2021
  - SSC members feedback is around continuing the upward academic trend, as identified by i-Ready Diagnostics from 2019-2021
  - using triangulated data to monitor student progress as aligned to instructional impact
- SSC to review SPSA in March 2021

**2 ELAC:**

- ELAC gave feedback before writing SPSA in March 2021
- ELAC to review SPSA in March
- ELAC members feedback is around building our cultural proficiency.
  - Celebrating Various Cultural Events
  - Recognizing the similarities and opportunities to learn from the various cultures represented at Roeding
  - Expanding on DI celebrations to include English

**3 Staff:**

- Additional opportunities for virtual learning including but not limited to the district provided trips.
- Staff shared interest/feedback for changes to 2021-2022 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
- Admin included all requests in budget/SPSA options, Staff Voted on options at PLC Meeting on 3/11/21.

### Action 1

**Title:** STUDENT ENGAGEMENT THROUGH REAL LIFE EXPERIENCES

[Action Details:](#)

Roeding will foster positive identification with school, sense of belonging and communication to develop greater participation in school life for students through clubs, sports and engagement activities. Based on the number of students that participate in After School Program, sports and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system. To ensure that the correct percentage of student engagement is adequately reflected, student rosters will be updated into Atlas on a regular basis.

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

**Explain the Progress Monitoring and data used for this Action**

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

Student engagement activities will be entered into Atlas.

**Owner(s):**

- VP
- TSA
- ASP Coordinator
- Teachers
- RCAs
- OA

**Timeline:**

Monthly

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

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

**Owner(s):**

RCA's  
TSA  
VP

**Timeline:**

Quarterly

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

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

**Owner(s):**

VP  
OM  
TSA  
ILT  
PLCs

**Timeline:**

Quarterly

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

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

**Owner(s):**

Admin  
RCA's  
RSP Teacher

**Timeline:**

Monthly  
Bimonthly for Tier 3 Students

- 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 according to teacher/staff referral.
- Team approaches from the philosophy of the least restrictive accommodation prior to Student Study Team.
- Progress monitor SWD participation in extension activities.

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

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

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED PLC  
PLCs

**Timeline:**

Monthly

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

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

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

- Leadership Club
- Girl Power Club
- Boys to Men Club
- Science Club
- Art Club
- Video Club
- Origami Club
- Chess Club

- Card Club
- Folklorico Club
- Intramural Sports Club
- Coding Club
- Robotics Club
- Regional Book Club
- Saturday Academy
- A4 Springboard Reading
- Polynesian Dance Club

After school sports teams, including:

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

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

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

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

Fresno PARCS & Rec

Week of Code

Meaningful Work

Coder Gitz

Minecraft Club

Junior Achievement

#### Specify enhanced services for EL students:

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

#### Specify enhanced services for low-performing student groups:

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

## Action 2

Title: EXPOSURE TO SCHOOL AND CAREER OPTIONS

### Action Details:

Roeding will provide opportunities for student to build knowledge and experiences through exposure to assemblies, field trips and guest speakers.

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

### Explain the Progress Monitoring and data used for this Action

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

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

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

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

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

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

#### Owner(s):

Teachers

OM

Admin

#### Timeline:

Annual

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

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

#### Owner(s):

Teachers

Admin

Community Service Members

#### Timeline:

Annual

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

Roeding Weekly Newscast

#### Owner(s):

RCAs

Support Staff

Admin

Students

#### Timeline:

Weekly

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

Increase participation in hands on science lessons through FCOE.

#### Owner(s):

Teachers

VP

#### Timeline:

Monthly

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

Multi-tiered Support System (MTSS):

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

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

Current engagement opportunities include:

**TK-Kinder-** Read Across America

**Grade 1-** Junior Achievement

**Grade 2 -** Junior Achievement

**Grade 3 -** Bricks 4 Kidz

**Grade 4 -** BitWise

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

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

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

Communication items may be offered in home language:

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

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

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : Fresno PARCS & Rec (STEM and student engagement) Evo Bluestein	10,000.00
G2A2	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support students in developing skills and experiecnes through real world application	12,035.00

**\$22,035.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		26.36 %	2020-2021	24.36 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		32.05 %	2020-2021	30.05 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		29.03 %	2020-2021	27.03 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %
Chronic Absenteeism (White)		38.46 %	2020-2021	36.46 %
Suspensions students with 1 or more (White)		0 %	2020-2021	0 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

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

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
  1. Calls home to determine reason for absences
  2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an Attendance Compact.

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

1. OA will send a Truancy Level 2 notice to the family.
2. OA and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

**Chronic Absenteeism**

Due to the current pandemic, the student absenteeism rate has increased significantly. Students had limited access to reliable WiFi and sometimes even power to be able to access the learning. Technology was provided to all Roeding students, which included laptops and hotspots to minimize absenteeism. RCA conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hotspots. These student groups were provided an opportunity to attend on-site cohorts during Distance Learning.

**Chronic Absenteeism (African American)**

Due to the current pandemic, the student absenteeism rate has increased significantly. Students had limited access to reliable WiFi and sometimes even power to be able to access the learning. Technology was provided to all Roeding students, which included laptops and hotspots to minimize absenteeism. RCA conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hotspots. This student group was provided an opportunity to attend on-site cohorts during Distance Learning.

**Chronic Absenteeism (Students with Disabilities)**

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

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

In following these steps, Roeding's chronic absenteeism rate is expected to decrease by at least 4% for the overall student population.

#### **Chronic Absenteeism (African American)**

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

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
  1. Calls home to determine reason for absences
  2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an Attendance Compact.

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

1. OA will send a Truancy Level 2 notice to the family.
2. OA and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

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

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

#### **Chronic Absenteeism (Students with Disabilities)**

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

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
  1. Calls home to determine reason for absences
  2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an Attendance Compact.

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

1. OA will send a Truancy Level 2 notice to the family.
2. OA and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

Due to the current pandemic, the student absenteeism rate has increased significantly. Students had limited access to reliable WiFi and sometimes even power to be able to access the learning. Technology was provided to all Roeding students, which included laptops and hotspots to minimize absenteeism. RCA conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hotspots. This student group was provided an opportunity to attend on-site cohorts during Distance Learning.

SWD arrive on the First Student bus or by family car if they do not live within walking distance. This can create inconsistent transportation, as bus drivers are not able to pick students up in a timely manner or family transportation is not working.

#### **Chronic Absenteeism (White)**

Due to the current pandemic, the student absenteeism rate has increased significantly. Students had limited access to reliable WiFi and sometimes even power to be able to access the learning. Technology was provided to all Roeding students, which included laptops and hotspots to minimize absenteeism. RCA conducted home visits to students who were unable to get transportation to the school for trading out non-working devices and new hotspots. This student group was provided an opportunity to attend on-site cohorts during Distance Learning.

#### **Suspensions students with 1 or more**

There have been no suspensions this year.

#### **Suspensions students with 1 or more (African American)**

There have been no suspensions this year due to distance learning.

#### **Suspensions students with 1 or more (Students With Disabilities)**

There have been no suspensions this year due to distance learning.

#### **Suspensions students with 1 or more (White)**

There have been no suspensions this year due to distance learning.



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

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

#### **Chronic Absenteeism (White)**

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

Tier I Students (less than one absence a week)

1. OA monitors attendance daily. OA calls absent students to confirm reason for absence
2. OA regularly generates attendance reports to identify at-risk students for attendance
3. The OA and RCA will reach out to the families whose attendance is decreasing
  1. Calls home to determine reason for absences
  2. Home visits if families cannot be reached by phone
4. RCA, OA and students/parents sign an Attendance Compact.

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

1. OA will send a Truancy Level 2 notice to the family.
2. OA and RCA will meet with families to discuss attendance concerns and correct attendance mistakes.
3. OA, VP and RCA will meet with the family to complete a SART Contract

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

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

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

#### **Suspensions students with 1 or more**

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

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

#### **Suspensions students with 1 or more (African American)**

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

1. Classroom teachers will intervene in all Tier 2 misbehaviors
2. Should a misbehavior continue, students will be referred to the office to meet with Administration.
3. Students will meet with one of the RCAs on campus to determine successful classroom behaviors

4. RCA will perform daily check-ins with the student
5. Should misbehavior continue, Admin will meet with parents to create a pre-suspension notice to the parents, citing CAEd Code
6. RCA will continue behavioral interventions through daily check-ins and group meetings
7. Should misbehavior continue, Admin will suspend student, citing CAEd. Code

**Suspensions students with 1 or more (Students With Disabilities)**

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

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

**Suspensions students with 1 or more (White)**

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

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

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

- Increasing OA time from 6 hours to 8 hours a day
- Paying office staff and RCAs extra time to make success home visits outside of traditional school hours
- Teacher will continue to develop efficacy in the areas of Cultural Proficiency by professional development around Cultural Proficient Practices, Multilingual Experiences, and Social Action.
- Increasing recruitment and retention of our staff to reflect the diversity of our Roeding Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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Admin is waiting for allocation of time for OA to determine if site will continue paying for OA's additional two hours a day. The two RCAs that support the site will continue to receive site funds. We are adding an additional 2 hour RCA to support our COSST/TST Team.

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

**1** SSC:

- SSC gave feedback before writing SPSA in February 2021
  - SSC members feedback is around continuing the upward academic trend, as identified by i-Ready Diagnostics from 2019-2021
  - using triangulated data to monitor student progress as aligned to instructional impact
- SSC to review SPSA in March 2021

**2** ELAC:

- ELAC gave feedback before writing SPSA in March 2021
- ELAC to review SPSA in March
- ELAC members feedback is around building our cultural proficiency.
  - Celebrating Various Cultural Events
  - Recognizing the similarities and opportunities to learn from the various cultures represented at Roeding
  - Expanding on DI celebrations to include English

**3** Staff:

- Teachers communicate any attendance concerns to the Customer Care Team.
- Staff shared interest/feedback for changes to 2021-2022 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
- Admin included all requests in budget/SPSA options, Staff Voted on options at PLC Meeting on 3/11/21.

**Action 1**

Title: ATTENDANCE

Action Details:

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

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

**Explain the Progress Monitoring and data used for this Action**

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

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

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

Owner(s):

Admin  
RCAs  
RSP Teacher  
OA

Timeline:

Monthly  
Bimonthly for Tier 3 students

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

MAINTAINING ACCURATE ATTENDANCE RECORDS

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

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

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

1. Attendance Rates (ADA)-using 90% as the baseline metric for attendance rate
2. Attendance Chronic Absence Elementary-used to identify individual student attendance rates to monitor for chronic absences moving into Tiers II & III
  1. students who are falling into the at-risk attendance metrics may have the opportunity to attend Saturday Academy, when offered

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

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

Owner(s):

OA  
OM  
RCA  
Vice Principal  
Lead Teacher for Saturday Academy

Timeline:

Weekly

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

CHRONIC ABSENTEEISM AND TRUANCY

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

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

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

Owner(s):

OA  
OM  
RCA  
Vice Principal  
Lead Teacher for Saturday Academy

Timeline:

Weekly

Monthly

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

Saturday School ADA Recovery Report

Owner(s):

Lead Teacher for Saturday Academy  
OA  
Vice Principal

Timeline:

As available

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

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

- Tier 1 collaboration of collective commitment to create school wide:
  - common language and understanding about attendance
  - communication with stakeholders to share outcomes associated with chronic absenteeism
  - discussions surrounding the causes of absenteeism
- School site works with CF Pivot Team to complete a root cause analysis and determine area of focus
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identify next steps to accelerate progress.

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED AC  
PLCs

**Timeline:**

Monthly

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

- Collective School Wide Commitment to using the GVC Second Step for explicit SEL instruction to support positive behavior outcomes.
- Collective commitment to daily lessons that build a sense of belonging and create stability.
- Classroom Meetings and school wide assemblies to promote the importance of daily attendance
- Incentives for students (SOAR)
- Semester Award for Perfect Attendance
- pencils and trophies at the end of the year for perfect attendance
- Office Assistant contact for non-cleared absences
- Attendance Compact and SART meetings with parents and VP
- automated daily School Messenger for absence notification
- Teacher/Parent contact after 2 days of consistent absenteeism
- Materials and supplies
- Multi-tiered Support System (MTSS):
  - Maintain common understanding of MTSS framework and continue building knowledge
  - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices
  - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT)
  - Continue to focus on consistent implementation of Districtwide discipline guidelines
  - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

**Specify enhanced services for EL students:**

Communication items may be offered in home language:

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

**Specify enhanced services for low-performing student groups:**

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- SDC classes are included in grade appropriate field trips.

## Action 2

**Title:** POSITIVE BEHAVIOR SUPPORT

[Action Details:](#)

Roeding will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social emotional support to reduce incidences of misbehavior that results in suspension and enhance campus safety for all stake holders.

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

**Explain the Progress Monitoring and data used for this Action**

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

Culture and Climate Team will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.

**Owner(s):**

Culture and Climate Team  
CF Pivot Team  
Teachers  
RCAs

**Timeline:**

Quarterly

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

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

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

**Owner(s):**

Principal  
VP  
RCAs  
RSP Teacher  
SLP

**Timeline:**

Monthly  
Bimonthly for Tier 3 students

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

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

**Owner(s):**

VP  
RSP Teacher  
Psychologist  
Classroom Teacher  
Parents/guardians

**Timeline:**

As needed, based on COSST referral or parent request.

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

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

**Owner(s):**

Climate and Culture Team

**Timeline:**

Annually

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

Meaningful Work

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

RCA's  
Teachers

[Timeline:](#)

Weekly

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

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

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

Climate and Culture Team  
CF Pivot Team  
Teachers

[Timeline:](#)

Monthly

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

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

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

CF Pivot Team  
CCT  
ILT/SPED AC  
AC

[Timeline:](#)

Monthly

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

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

- Monthly incentives offered to students who are Successful, Outstanding, Accepting, Respectful (SOAR)
- 2 RCA's funded (.75 each) to work with Tier 2-3 students
- Students will receive instruction around positive classroom behavior expectations (CHAMPS)
- Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time on task, and reduce time out of classrooms through increasing effective Tier 1 behavior intervention strategies and best first practices
- Disaggregate misbehavior/suspension data to identify how subgroups (SPEL, 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 receive instruction around Character that Counts
- Students will participate in weekly Morning Meetings
- Students will participate in Meaningful Work as needed
- Recognition, incentives and rewards for students who demonstrate good behavior (SOAR, Rocket Launch Pad)
- Materials and supplies for incentives and recognition
- Multi-tiered Support System (MTSS):
  - Maintain common understanding of MTSS framework and continue building knowledge
  - Continue improving classroom Tier 1 (IPG tenets 1-3) and school wide Tier 1 Climate and Culture practices aligned to common assurances around our foundational collective commitments. (SOAR POSTERS/)
  - Continue building efficacy of Tier 1 teaming structures (i.e. ILT, PLC, CCT) to include progress monitoring of collective commitments.
  - Utilize CCT rubric to identify strengths and opportunities for growth. Create a smart goal and actions plan for 21-22 prior to the start of the school year.
  - Continue to focus on consistent implementation of Districtwide discipline guidelines
  - Consistent implementation of common assurances for Tier 1 (curriculum, instruction and assessment) and begin Tier 2

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

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

Communication items may be offered in home language:

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

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

- Professional Learning for site leaders and teachers focused on TSI identified student group (SWD).
- SPED teachers included in goal setting and data CCI's with principal for attendance.
- RSP caseload students identified with chronic absenteeism will identify root cause and set individual attendance goals to increase attendance rate.
- Two teachers will attend Unbound Ed Standards Institute Conference in 2020.
- SDC classes are included in grade appropriate field trips.

### Action 3

Title: STUDENT ENGAGEMENT

[Action Details:](#)

Roeding will foster positive identification with school, sense of belonging and communication to develop greater participation in school life for students through clubs, sports and engagement activities. Based on the number of students that participate in After School Program, sports and extra-curricular activities, our metrics do not adequately reflect the correct percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system. To ensure that the correct percentage of student engagement is adequately reflected, student rosters will be updated into Atlas on a regular basis.

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

**Explain the Progress Monitoring and data used for this Action**

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

Student engagement activities will be entered into Atlas.

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

VP  
TSA  
ASP Coordinator  
Teachers  
RCA  
OA

[Timeline:](#)

Monthly

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

Culture and Climate Team will monitor student participation in school sponsored activities (Donuts with Dad, Muffins with Mom, Grandparents Day, Back to School, Open House, Barn Dance)

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

OA  
OM  
TSA  
RCA  
CCT  
VP

[Timeline:](#)

Monthly



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

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

**Owner(s):**

RCA  
TSA  
VP

**Timeline:**

Quarterly

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

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

**Owner(s):**

VP  
TSA  
ILT

**Timeline:**

Quarterly

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

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

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

**Owner(s):**

Admin  
RCAs  
RSP Teacher  
Tier 2 Intervention Specialist

**Timeline:**

Monthly  
Bimonthly for Tier 3 Students

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

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

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

**Owner(s):**

CF Pivot Team  
CCT  
ILT/SPED AC  
AC

**Timeline:**

Monthly

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

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

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

- Saturday Academy
- A4 Springboard Reading
- Polynesian Dance Club

After school sports teams, including:

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

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Office Assistant - 2 hours per day	15,433.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	47,691.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	50,008.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts (college students)	7,361.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: Office Depot, Smart & Final, Vallarta Printer ink for classrooms	42,682.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			RCA extra time to support student engagement	5,168.00
G3A3	One-Time School	Instruction	Mat & Supp			: Materials & Supplies to support student engagement through SOAR	2,846.00

**\$171,189.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		80.72 %	2019-2020	80.72 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

Current identified actions in SPSA were difficult to implement due to the pandemic and subsequent distance learning format.

**Staff Survey – Overall Positive in Belonging Domain**

Creating a sense of belonging has been an ongoing focus at Roeding. Our climate and culture team identified a SMART goal based on analysis of the Climate and Culture Implementation Rubric.

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

**Staff Goal - Site Defined**

Roeding Elementary will increase the percentage of overall positive sense of belonging domain by 5%.

**Staff Survey – Overall Positive in Belonging Domain**

Roeding Elementary will increase recruitment and retention of staff based on the diversity of the population we serve. During Fresno Unified

During staff selection special consideration will be given to hiring a diverse staff that reflects the population we serve, including bilingual staff.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

- Limitation imposed as a result of the pandemic and remote learning
- Limitation on time and space during PL/PLC process which included new schedules

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes that will be made for the 2021-2022 to achieve this goal are:

- Increased staff involvement in team building activities that create a safe and inclusive climate which promotes positive relationships, collaboration, values diversity and builds a sense of trust through open communicational and transparency.
- Increase opportunities for staff voice through ILT/CCT on school wide collective commitments that align with vision, mission and goals.
- Increase opportunities for classified staff voice by collaborating on school wide vision, mission and goals.
- Teacher will continue to develop efficacy in the areas of Cultural Proficiency by professional development around Cultural Proficient Practices, Multilingual Experiences, and Social Action.
- Increasing recruitment and retention of our staff to reflect the diversity of our Roeding Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values.

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

**1** SSC:

- SSC gave feedback before writing SPSA in February 2021
  - SSC members feedback is around conituing the upward academic trend, as identified by i-Ready Diagnostics from 2019-2021
  - using triangulated data to monitor student progress as aligned to instructional impact
- SSC to review SPSA in March 2021

**2** ELAC:

- ELAC gave feedback before writing SPSA in March 2021
- ELAC to review SPSA in March
- ELAC members feedback is around building our cultural proficiency.
  - Celebrating Various Cultural Events
  - Recognizing the similarities and opportunities to learn from the various cultures represented at Roeding
  - Expanding on DI celebrations to include English

**3** Staff:

- Provide opportunities to build rapport by sharing meals/potlucks
- Sunshine Club
- Looking forward to meeting in person
- Staff shared interest/feedback for changes to 2021-2022 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
- Admin included all requests in budget/SPSA options, Staff Voted on options at PLC Meeting on 3/11/21.

**Action 1**

Title: STAFF ENGAGEMENT

[Action Details:](#)

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

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

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)  
 Fresno Unified School District Staff Survey

[Owner\(s\):](#)  
 Principal  
 VP  
 CCT

[Timeline:](#)  
 Winter 2022

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

Site Level Survey

Owner(s):

Culture Climate Team

Timeline:

Fall 2021

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

Every staff member will participate in Cultural Proficiency Learning.

Owner(s):

VP

Culture and Climate Team

Timeline:

Three times per year

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

- ILT and CCT on going collaboration and collective site commitments identified to target needs and supports
- ILT and CCT collaboration on increasing sense of belonging
- Establishing a liaison for each subgroup: Certificated, classified, support staff
- Rocket Trophy where teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted in the parent center and they will receive the trophy to display in their classroom/workspace. The following month they will choose the next person.
- T-Shirts for every staff member
- Monthly Fellowship which includes meals/potlucks
- Staff pot lucks
- Purchase Roeding Merch for staff members (pens, lanyards, stylus, facemasks, water bottles, lunch boxes, blankets, coffee cups, etc.)
- Staff appreciation meals and activities
  - Food./Snack cart 4 times per year
  - Jitters coffee vendor
  - Krazy Karen team building activities
- Wonder Valley Team building
- Teacher Spotlight to onboard new teachers
- Sunshine Club to organize activities such as potlucks, paint night, game night, etc.
- Increased staff involvement in team building activities
- Increase opportunities for staff voice through ILT/CCT
- Increase opportunities for classified staff voice
- Increase learning in Cultural Proficiency Module

Specify Professional Development or Staff Services to support EL students:

- Professional development will be provided on how to utilize specific ELD strategies guided in the Wonders ELD section.
  - Teachers will desegregate the data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction.
  - Designated support in developing language proficiency.
  - Integrated language support throughout the instructional day.
  - Goal setting and data chats based on ELPAC results and EL redesignation goal setting reports to be shared with teachers, students and parents.
- Certificated Tutor and TSA will conduct ELPAC camp with EL students prior to ELPAC administration.
- Ongoing progress monitoring by teacher, TSA and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.

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

- Roeding Instructional Leadership Team will meet monthly to ensure school-wide goals and actions are driving PLC work through the lens of student work and data analysis.
- The Climate and Culture Team and Lead Teachers will be guardians of the Roeding mission and vision develop assessment protocol and calendar aligning i-Ready and culminating assessments in order to complete school-wide CCI process analyze data, determine needs, and plan for action engage in planning in order to support the leading of their PLC to provide professional learning to staff engage in professional learning that supports PLC practices
- One member of ILT will also be in the CCT to enhance common understanding of MTSS framework.
- School-wide CCI process will be implemented to ensure vertical alignment of challenging content
- Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning around SEL strategies and skills
- Monitor student achievement progress of identified sub-groups in order to identify unfinished learning

- Professional Learning will be provided with support of District EL Coach:
  - Deconstruction of EL Standards
  - Specific EL Strategies
  - Disaggregate data for common assignments in order to monitor and make instructional decisions.
- DI teachers will attend ATDLE Two way and Dual Language Education Conference in Fall Semester, 2021.
- Vertically collaborate on successful instructional strategies
- Ensure lesson progression and rigor across grade levels
- Peer observations and co-teaching opportunities will be identified and planned for, beginning with new teachers. Subs will be provided as needed.
- Continue to utilize Regional CFA Rubric, Lesson Study, CCI cycle work with regional PAC, embedded and differentiated learning by PLC.
- Use expert teachers and conference opportunities based on need to build shared knowledge.
- Work with EL coaches to revisit PL on integrated and designated English language development.
- Continue professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier one instruction including a focus on essential components.
- PLC will continue professional learning through collaboration utilizing Learning by Doing and the Four Grounding Questions to address and meet students' needs.
- PLC will use protocols to examine student work samples and data to target instructional needs by student by need.
- Goal setting and data analysis chats will be scheduled following district and state benchmark assessments
- Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
- Continue site Technology Committee to provide recommendations, PL around best practices and on-going support to all staff.
- Provide teachers with PD on technology instruction to support students' technical skills and better prepare students for the CAASPP assessments.
- Conferences and training will be used as needed to support capacity building in the area of complex text, tasks, talk and in the continued focus on building effective Professional Learning Communities.
- DI teachers will attend ATDLE Two Way and Dual Language Education Conference conference in Fall Semester, 2021.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, Actions and Outcomes.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		98.29 %	2019-2020	100 %
Parent Survey - Safe and secure		95.71 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	10 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Current identified actions in SPSA were difficult to implement due to the pandemic and subsequent distance learning format.

**Parent Survey - Safe and secure**

Roeding's focus has been that all feel safe and secure while on campus, which includes all parents and caregivers.

**Parent Survey - Respected and welcomed**

Roeding's focus has been that all feel respected and welcomed while on campus, which includes all parents and caregivers.

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

**Family Goal - Site Defined**

Current identified actions in SPSA were difficult to implement due to the pandemic and subsequent distance learning format.

**Parent Survey - Safe and secure**

Roeding Elementary will increase the percentage of families feeling safe and secure on campus to 100% in the 2021-2022 school year.

**Parent Survey - Respected and welcomed**

Roeding Elementary will increase the percentage of families feeling respected and welcomed on campus to 100% in the 2021-2022 school year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

- Limitations imposed as a result of the pandemic and remote learning

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.



Changes that will be made for the 2021-2022 to achieve this goal are:

- Increase parent involvement by providing additional educational opportunities by at least 10%
- Increase parent involvement by providing additional social opportunities by at least 10%
- Increase parent participation in school committees by at least 10%

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

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

**1** SSC:

- SSC gave feedback before writing SPSA in February 2021
  - SSC members feedback is around continuing the upward academic trend, as identified by i-Ready Diagnostics from 2019-2021
  - using triangulated data to monitor student progress as aligned to instructional impact
- SSC to review SPSA in March 2021

**2** ELAC:

- ELAC gave feedback before writing SPSA in March 2021
- ELAC to review SPSA in March
- ELAC members feedback is around building our cultural proficiency.
  - Celebrating Various Cultural Events
  - Recognizing the similarities and opportunities to learn from the various cultures represented at Roeding
  - Expanding on DI celebrations to include English

**3** Staff:

- Staff shared interest/feedback for changes to 2021-2022 SPSA via ILT/PLC members completing a needs assessment and requests to Admin.
- Admin included all requests in budget/SPSA options, Staff Voted on options at PLC Meeting on 3/11/21.

### Action 1

Title: PARENT ENGAGEMENT

[Action Details:](#)

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

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

**Explain the Progress Monitoring and data used for this Action**

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

Fresno Unified Parent Survey

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

VP

[Timeline:](#)

Spring

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

Social and educational learning opportunities

- attendance sheets

Owner(s):

- Principal
- VP
- TSA
- Parent University

Timeline:

Academic School Year

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

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

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

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

Continued partnership with Good Shepard Lutheran Church to provide food, book and clothing drives to Roeding community

Resources needed:

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

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

- Parent University
- HACER (Parent Spanish Literacy Group)
- Community Coffee Hour in Spanish
- ELAC
- ELPAC goal setting conferences
- Parent Techer Conferences in home language

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

- Title I parent meeting (Back to School Night) with Fresno PARCS & Rec
- Parent Teacher Conferences
- Family Barn Dance Night
- Open House (Fresno PARCS & Rec)
- ELAC/SSC
- Community Coffee Hours
- Parent University
- Donuts with Dad/Muffins with Mom
- Semester Awards Assemblies
- Parent Center technology
- Crazy Karen/Jitters van

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0385 Roeding Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			Parent newsletter subscription	360.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) - Materials & Supplies, paper, newsletters, stamps. *No food/incentives	1,380.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics order for Student/Parent Handbook, etc.	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics orders for banners, handbooks, posters, certificates	500.00

**\$3,240.00**

## 2021-2022 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	12,542.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Kinder BIA	11,699.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions (i.e.-Peardeck, Flocabulary, SeeSaw, etc.)	8,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student classroom supplies to support instruction. No food or incentives.	5,543.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology to support student learning: replacement document cameras interactive televisions to replace SmartBoards additional student & teacher headsets charging stations	7,631.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2400	Certificated Tutor to support Tier 3 Reading Intervention (RtI)	27,805.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair/maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	Certificated Tutor to support Tier 3 Reading Intervention (RtI)	28,964.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supplemental Contracts for DI after school tutoring	3,806.00
G1A1	LCFF: EL	Instruction	Travel			: ATDLE (Dual Immersion) Conference PLC Conference (Solution Tree)	2,657.00
G1A2	Sup & Conc	Instruction	Travel			PLC Conference (Solution Tree) ATDLE (DI) Conference	5,500.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor	5,339.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support instruction: Office Depot GW School Supplies Vallarta	7,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Certificated Subs (MLD, TNTP, SST, peer observation). No IEP's.	7,505.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs (ELPAC, MLD, TNTP, SST, peer observation)	5,830.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs (ELPAC, MLD, TNTP, SST, peer observation)	4,999.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Classroom Tech to support instruction: Document Cameras Smart Televisions Standing desks additional student & teacher headsets charging stations	15,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : Fresno PARCS & Rec (STEM and student engagement) Evo Bluestein	10,000.00
G2A2	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support students in developing skills and experiecnes through real world application	12,035.00
G3A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, School Office	0.2500	Office Assistant - 2 hours per day	15,433.00

G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	47,691.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Positive Behavior Supports for Tier 2 & 3 students	50,008.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts (college students)	7,361.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: Office Depot, Smart & Final, Vallarta Printer ink for classrooms	42,682.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time to support student engagement	5,168.00
G3A3	One-Time School	Instruction	Mat & Supp			: Materials & Supplies to support student engagement through SOAR	2,846.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			Parent newsletter subscription	360.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (required) - Materials & Supplies, paper, newsletters, stamps. *No food/incentives	1,380.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics order for Student/Parent Handbook, etc.	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics orders for banners, handbooks, posters, certificates	500.00
							<b>\$358,784.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,195.00
Sup & Conc	7090	\$219,978.00
LCFF: EL	7091	\$45,765.00
One-Time School	7099	\$24,846.00
<b>Grand Total</b>		<b>\$358,784.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$162,320.00	
G2 - Expand student-centered and real-world learning experiences	\$22,035.00	
G3 - Increase student engagement in their school and community	\$171,189.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,240.00	
<b>Grand Total</b>		<b>\$358,784.00</b>