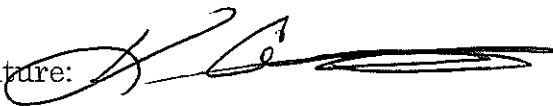


**Robinson Elementary**

10621666006068

Principal's Name: Kelley Auston

Principal's Signature: 

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

Title I SWP

Table of Contents	
Topic	Details
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>

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

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

**Consolidated Program Assurances**

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

## School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelley Auston	X				
2. Chairperson – Kathy Pauls		X			
3. Jenae Flores			X		
4. Melanie Verdugo				X	
5. John Martinez				X	
6. Cassey Phillips				X	
7. Laquita Johnson			X		
8. Laura Gama de Hernandez			X		
9. Tracy Van Hoven			X		
10. Carolyn Hanlon		X			
11.					
12.					
13.					
14.					
15.					


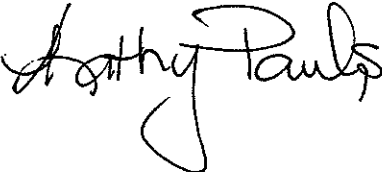
Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.



**Required Signatures****School Name: Robinson 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	Kelley Auston		4/5/24
SSC Chairperson	Kathy Pauls		4/5.24

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

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

FY 2024/25

Robinson - 0380

**ON-SITE ALLOCATION**

3010	Title I	\$66,420 *
7090	LCFF Supplemental & Concentration	\$206,986
7091	LCFF for English Learners	\$28,944

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$302,350**

\* 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	\$1,968
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Remaining Title I funds are at the discretion of the School Site Council	\$64,452
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Total Title I Allocation	\$66,420
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Robinson Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review  
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-23 pts	-37 pts	2023-2024	-22 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.15 %	34 %	2023-2024	39 %
SBAC Math - Average distance from standard	✓	-43 pts	-48.3 pts	2023-2024	-33 pts
SBAC Math - percentage of students met/exceeded standard	✓	26.42 %	30 %	2023-2024	35.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Our implementation plan was implemented. Our instructional coach supported 3rd and 5th during RTI. The CT targeted English learner students. Three teaching fellows supported each grade (1-6). The staff utilized a deployment model. We also piloted "Magnetic Reading" in grades K-6.

We have worked with MLD 2-6 this year with Swun and district math coaches. 1-6 grade has used Swun Math for math instruction. Reflex math and BBF were utilized for math fact practice.

2

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

Magnetic Reading met the needs of some grades but not others. The 3rd grade had tremendous success and has shown improvements in comprehension. Kinder felt that the program was too slow.

The CT was unavailable for several months, causing a lack of small group or individual support for our English learner students.

Although we have utilized CFA and IReady scores, we need to consistently utilize BPST and BAS to further hone in on needed skills. 1st grade utilizes both consistently, but Kinder did not start BAS until the third quarter and is not utilizing BPST consistently to progress monitor.

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

Due to the CT being unavailable for several months, small group pull-out and individual support for our English Learner students were unmet in grades K-6.

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

Next year, we will focus more on RTI intervention utilizing CFA, IReady, and SBAC data. This will be a deployment model in grades 1-6. We will eliminate the part-time CT position and add an additional Teaching Fellow to support small group intervention and reteaching.

To support good first instruction, the site will purchase a supplemental curriculum from Magnetic Reading for 2nd-5th grade to further support the success shown this year in comprehension. Swun Math supplemental curriculum and digital licenses for programs such as Reflex and Frax will also be purchased to support math instruction in grades 1-6.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Approved as written

2 ELAC:

Remove CT position

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

Spend as much as possible on technology

Action 1

Title: Action 1: English Language Arts

Action Details:

Robinson Elementary School will provide all students with high-quality instruction and work towards the goal of every student advancing a minimum of one grade level per year in the content area of English and Language Arts, as evidenced by student reading and writing.

Robinson will implement an intervention plan by grade level, employ a full-time instructional coach, and utilize Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch, and after school. A deployment model will be utilized to meet the needs of students. The classroom teachers will be the primary providers of small-group intervention lessons. Teaching fellows and paraprofessionals will assist with foundational skill-building activities, homework/classwork support, and supplemental intervention in areas of need. ELA instruction and Intervention will be designed to support the needs of students who do not meet grade-level standards in reading and writing or provide enrichment for those students who have achieved mastery. Student needs will be determined using common formative assessment, iReady, CAASP, BPST, teacher input, and student grades.

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

Tier 1

- PLC's will plan common formative assessments aligned to focus standards.
- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Basic Phonics Skills Test
- iReady Assessments
- Fluency (1st grade)
- SBAC Assessment
- PL by PLC once per quarter as part of CCI process.
- School writing protocol (aligned with Write Tools) providing a common writing structure for all students.
- Student organization through purchase of appropriate materials and supplies.
- Utilize focus IABS for CAASP in grades 3-6.

Tier 2

- PLC's will collaboratively review data and plan RTI for students.
- PLC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- Systematic intervention groups will be formed based on student needs in relation to standards.
- Provide after school tutoring in ELA and math with priority given to African American students

Tier 3

- Student grades will be monitored by teachers, administration and parents to ensure growth and targeting of students with D's and/or F's for academic support.
- Referrals to Student Study Team to determine other measures of support needed for intervention.
- African American, foster youth and English Learner students will be targeted to receive services.

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Admin

Grade Level Assessments

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP
- Instructional Coach
- Teaching Fellows
- PLC teams
- Admin.

Timeline:

- *Planning of formative assessments for 2024-2025 begins in March 2024.*
- *Expectation is a common formative assessment given monthly with emphasis on focus standards and is reviewed at the next scheduled AC meeting.*
- *Each quarter, all staff will use the CCI process to evaluate student results and plan action steps to support students in meeting site goals.*
- *Ongoing CCI with lead teachers.*
- *Data chats will occur by grade after each I-ready assessment to discuss student progress, set goals, and plan for the next steps.*
- *Coverage will be provided so that teachers can observe their peers as needed and if funds are available*
- *PLCs will monitor IAB data monthly starting in October and continuing until CAASP.*

Tier 2

- *Lead Teachers will develop a systematic approach for identifying at-risk students and intervention to support student-assessed needs. In-class RTI for K-6 grade. Lunchtime and after-school tutorials for K-6 grades will begin in September 2024.*
- *Teachers will assess students at the beginning of RTI and the end of the quarter to reassess placement.*
- *After-school tutorial or work with Teaching Fellows*

Tier 3

- *Referral to the Student Study Team after two unsuccessful RTI rotations.*
- *After-school tutorial or work with Teaching Fellows*

District Assessments:

- *Three times per year*

Grade Level Assessments:

- *Weekly*

Progress Monitoring:

- *Every 2-6 weeks*

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

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- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not be limited to computers, laptops, computer carts, printers, or other supplies to complete the program needs of students, including maintenance and repair of technology. (PLI/Ed Elements)
- Classroom instruction will be formulated using the FUSD-adopted curriculum and grade-level standards.
- Increase the use and availability of technology to support digital literacy for students in alignment with the State Standards for Technology.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Tier 2 Support: For grades K-6, an RTI deployment model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site-identified formative and summative assessments quarterly.
- Tier 3 support: students not meeting grade-level standards will be referred to the Student Study Team for additional support.
- Teaching Fellows and paraprofessionals will be utilized to provide targeted instruction on specific areas of student need. These students will have priority for after-school support, with African American students receiving first priority.
- Classroom teachers will provide small group instruction for EL students.
- Students in grades K–6 scoring significantly below grade level will be evaluated through SST after implementing all other interventions.
- Students in K-6th grade will be provided in-class intervention/deployment in the area of reading based on CFAs, iReady, and/or BPST results with Tier 2 support.
- Student organization through the purchase of agendas and appropriate materials and supplies.
- Intervention will be prescribed to students based on assessed needs utilizing BPST, ELA/Math I-Ready Assessment, ELA/Math grades, common grade-level formative assessments, and FIABs.
- Tutoring/Intervention support from teachers based on student-assessed needs or academic areas of concern. Teachers to provide additional interventions to identified African American students, EL students, foster, and economically disadvantaged students.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students are referred through teachers and administrators in collaboration. Alternative recess to support students for various needs Tier 2 support in grades 1-6
- After-school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on African American, Foster Youth, ELs & Economically disadvantaged)
- Classroom materials and supplies – including, but not limited to, notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs and allow for annotation of text
- Sensory tools to support behavior and attention to learning
- As funds are available, purchase support materials such as software/online subscriptions and supplemental complex reading materials to improve reading.
- Utilize our site Instructional Leadership Team to create and maintain academic focus. Our ILT team will include a representative from K-6th grades and a SPED Lead Teacher.
- Rewards/Incentives for student progress
- Set goals for students to work towards academic success. Quarterly academic assemblies to receive recognition and a certificate, and at the end of the year, receive a medal/plaque. I-ready goals met will receive either or both celebration BBQ/pizza - traditional growth or T-shirt for stretch growth
- Support inclusive practices for mainstreaming SPED students into the general education classroom.
- Progress monitoring for SPED students is to be completed through the IEP process, and progress of IEP goals is to be done quarterly.
- Continue PLI training for teachers (year 2)
- Continue MLD training for 5/6 and begin training for grades 1-4.

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

---

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

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

*English Learner student population is performing at the lowest level in areas of ELA at 12.5% meeting standards.*

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

*With Title I funds we plan to support English learner students by:*

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

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

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

*The SWD student population is performing at the lowest level in areas of ELA at 8.0% meeting standards.*

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

*With Title I funds we plan to support SWD by providing RTI for students not meeting standards with the assistance of teaching fellows.*

Provide good first teaching utilizing standards-based materials such as Wonders, Swun Math, and Magnetic Reading.

Utilize Teaching Fellows to provided small group support.

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

With 7090 or 7091 funds we plan to support English learner students by

Purchasing additional laptops for school usage as many parents are not going to FLATS to get one.

Teachers to provide after-school tutoring as funds allow.

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

- 2024 California Dashboard identifies EL and Hispanic students in the orange performance band in ELA
- EL students will receive extra targeted instruction to support reading comprehension.
- During RTI time, the classroom teacher, with the help of Teaching Fellows and paras, will provide 30 minutes of ELD intervention.
- Reading Intervention to focus on the needs of EL students who require extra support to meet grade-level reading standards in small group instruction in the classroom.
- The classroom teacher will use the Goal Setting Tools to guide instruction and intervention.
- Student I-Ready data chat and goal setting will be provided in the classrooms by teachers for EL students
- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, iReady, ELPAC, and SBAC assessments
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of ELL students.
- After-school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on African American, Foster Youth, ELs & Economically disadvantaged)
- Counseling services will be offered for students from All 4 Youth.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

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

With 7090 or 7091 funds we plan to support Students with Disabilities through RTI, afterschool tutoring, SST as neccessary, and through the purchase of technology to support students with extra practice on grade level material.

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

- Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored quarterly by site-identified formative and summative assessments.
- 4 Teaching fellows and paraprofessionals will be utilized during the ELA block to provide targeted instruction on specific areas of student need. These students will have priority for after-school support.
- Students in grades K– 6 scoring significantly below grade level will be evaluated through SST to determine if they should participate in RTI with Tier 2 support.
- Students in K-6th grade will be provided in-class intervention/deployment in reading based on CFAs, iReady, and/or BPST assessment results with Tier 2 support.
- Students will receive intervention based on their assessed needs, utilizing BPST, BAS, ELA/Math iReady Assessment, ELA/Math grades, and common grade-level formative assessments.
- Tutoring/Intervention support from teachers based on student-assessed needs or academic areas of concern.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students are referred through teachers and administrators in collaboration. Alternative recess to support students for various needs Tier 2 support in grades 1-6.
- After-school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on Students with disabilities, African American, Foster Youth, ELs & Economically disadvantaged)
- Counseling services will be offered for students from All 4 Youth.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of SWD students.

**Action 2**

**Title:** Action 2: Math

**Action Details:**

Robinson Elementary School will provide all students with high-quality instruction and work towards a goal of every student advancing a minimum 1-grade level per year in the content area of Math using the District Guaranteed and Viable Curriculum of Go-Math as well as supplemental curriculum (ex, Swun Math).

Robinson will implement an intervention plan by grade level, utilizing a Full-Time Instructional Coach, Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunchtime, and after school. The teacher will primarily provide small group intervention lessons from the Go-Math curriculum. Teaching fellows and paraprofessionals will assist with math activities in math fluency, homework/classwork support, and supplemental intervention in areas of need. Math instruction and Intervention will be designed to support the needs of students not meeting grade-level standards and to provide enrichment for those students who have met the standard. Student needs will be determined using common formative assessment, iReady Diagnostic, CAASP, and math fluency exercises aligned to grade-level standards.

**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

Tier 1

- PLCs will plan common formative assessments aligned to focus standards identified in scope and sequence.
- PLCs will utilize the Math quarterly planning guide to align planning and instruction to the coherence, focus, and rigor of CCSS standards.
- PLCs and Lead Teachers will conduct the CCI process once per quarter to monitor student progress and identify instructional needs. Systematic intervention groups will be formed based on student needs in relation to standards.
- iReady Assessments
- SBAC Assessment
- Professional Learning by PLC once per quarter as part of the CCI process.
- End-of-Unit Math Task Assessment
- Common Math performance task aligns with the Instructional Practice Guide Tenet 2, 3, and 4.
- iReady Math Assessments created by grade-level PLCs.
- Check for math fluency quarterly.
- Teaching students to utilize scratch paper all year long.
- Student organization through the purchase of appropriate materials and supplies.
- Utilize IABs/FIABs a minimum of monthly & focus IABS for CAASP

Tier 2

- PLCs will collaboratively review data and plan RTI for students.
- PLCs review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- Utilize Teaching Fellows to support intensive interventions for students
- Teachers will provide tutoring (priority given to African American students)

Tier 3

- Teachers and parents will monitor student grades to ensure growth and target students with Ds and/or Fs for intensive support.
- Referral to the Student Study Team to determine if other interventions are needed to support the student.

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Admin

Grade Level Assessments

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP
- Instructional Coach
- Teaching Fellows
- PLC teams
- Admin.

Timeline:

Tier 1

- Planning of formative assessments for 2024-2025 begins in May 2024.
- PLCs will work with a coach on planning days to create rigorous CFAs and backward map the curriculum.
- Common formative assessments will be given bi-monthly with emphasis on focus standards and reviewed at the next AC meeting.
- Each quarter, all staff will engage in the CCI process to evaluate student results and plan action steps to support students in meeting site goals.
- Ongoing CCI with lead teachers.
- PLCs will monitor IAB data monthly starting in October and continuing until CAASP.

Tier 2

- Lead Teachers will develop a systematic approach for the identification of at-risk students and intervention to support student-assessed needs. RTI, lunchtime, and after-school tutorial for K-6 grades to begin in September of 2024
- Teachers will assess students at the beginning of RTI and at the end of the quarter to reassess placement

Tier 3

- Student study team referral after two unsuccessful RTI rotations

District Assessments

- Three times Per Year

Grade level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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



- Technology will be purchased to support our goal of every student reading and performing math skills at or above grade level. This will include but not be limited to computers, laptops, computer carts, printers, or other supplies to complete the program needs of students, including maintenance and repair of technology. (PLI/Ed Elements)
- Classroom instruction will be formulated using the FUSD-adopted Go-Math curriculum and supplemental materials.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Tier 2 Support: For grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Teaching Fellows will assist with strategic small-group intervention. Progress will be monitored quarterly by site-identified formative and summative assessments, common core companion, standards, claims/targets & progressions.
- Tier 3 support: students not meeting grade-level standards will be referred to the Student Study Team for additional support.
- Student organization through the purchase of appropriate materials and supplies.
- Intervention and enrichment will be prescribed to students based on assessed needs, utilizing student work samples/artifacts, Math iReady Assessment, Math Fluency Assessment, Math grades, and common grade-level formative assessments.
- Tutoring/Intervention support from teachers based on student-assessed needs or academic areas of concern. Teacher to provide additional interventions to identified students (focusing on African American, EL students, foster, and economically disadvantaged).
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6 Tier 2 support. Students are referred through teachers and administrators in collaboration.
- After-school tutoring for select students through the Extended Learning After School Library Program for identified students (focusing on African American, Foster Youth, ELs & Economically disadvantaged)
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support math instruction, math intervention program needs, and manipulatives.
- Sensory tools to support behavior and attention to learning
- K-6 grade students receiving D's or F's or scoring below grade level in math will qualify for participation in math intervention to be completed during the instructional day, lunchtime, or after school. (Priority given to African American students.)
- Rewards/Incentives.
- Set goals for students to work towards academically. Quarterly academic assemblies are to receive recognition and a certificate; at the end of the year, a medal/plaque will be received. iReady goals met will receive either or both BBQ/Pizza Party - traditional growth or T-shirt for stretch growth
- Support inclusive practices for mainstreaming SPED students into the general education classroom.
- Progress monitoring for SPED students will be completed through the IEP process, and progress on IEP goals will be reported quarterly.

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

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

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

*ALI subgroups are in the orange, with the English Learner student population is performing at 15.4%, meeting standards in math*

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

*With Title I funds, we plan to support English learner students by:*

*Provide good first teaching utilizing standards-based materials such as Wonders, Swun Math, and Magnetic Reading*

*Utilize Teaching Fellows to provide small group support during RTI.*

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

*With funds from 7090 or 7091, we plan to support English-learner students by:*

*Purchasing additional laptops for school usage as many parents are not going to FLATS to get one.*

*Purchasing supplemental curriculum to support instruction, such as Swun Math, and digital licenses like Reflex and Frax.*

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

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**Specify (call out) the specific student groups that require support. For student group data, utilize the metrics from the Needs Assessment and the SPSA PowerBI.**

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

*The African American student population is performing at the lowest level in math, at 0% meeting standards and 21.4% nearly meeting standards.*

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

*With Title I funds, we plan to support African American students by:*

*Providing RTI for students who do not meet standards with the assistance of teaching fellows.*

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

*With funds from 7090 or 7091, we plan to support African American students by:*

*Purchasing additional laptops for school usage as many parents are not going to FLATS to get one.*

*Purchasing supplemental curriculum to support instruction, such as Swun Math, and digital licenses like Reflex and Frax.*

*Teaching Fellows*

*Supplemental contracts for teachers to provide after-school tutoring as funds allow.*

*RCA to provide emotional support*

Teaching Fellows

Supplemental contracts for teachers to provide after-school tutoring as funds allow.

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

- EL students will also receive extra targeted instruction to support reading comprehension and deconstruction of multi-step word problems.
- Teachers will provide students with math data chats and classroom goal setting.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

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

- Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored quarterly by site-identified formative and summative assessments.
- Intervention will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math iReady Assessment, Math Fluency assessment, Math grades, FIABs, and common grade level formative assessments.
- Tutoring/Intervention support from teachers based on student-assessed needs or academic areas of concern. Teachers will provide additional interventions to all students, focusing on African American students.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6 Tier 2 support. Students are referred through teachers and administrators in collaboration.
- After-school tutoring for select students through the Extended Learning After School Library Program for all students focusing on African American students
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of African American students.

Action 3

Title: Action 3: EL Re-designation

Action Details:

Robinson Elementary will implement a plan to ensure that students will move at least one level per year on the ELPAC or be re-designated. Teachers will provide designated English Language Development for 30 minutes daily for all English Language Learners.

PLC Teams will continue to implement a focus on key instructional strategies for ELD, including text deconstruction-reconstruction, academic language, close reading strategies, and talk moves. PLC Teams will also plan instructional strategies around FUSD Commitment #1 for our EL students, focusing on student talk and tasks. Funds will be set aside for ELPAC assessors.

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

- Quarterly ELPAC chats with EL students and set goals with the students
- Train teachers on ELD standards in planning for language demands
- ELPAC data results
- Use ELPAC sentence frames to help students to give more information in the areas of Reading, Writing and Speaking.
- PLC Teams disaggregated data BPST, BAS and iReady ELA by EL subgroup
- Look at iReady data and CFAs to make RTI groups for reteaching standards.
- Monitor Re-designation rate throughout the year (Quarterly)
- PLC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD
- PLC Teams to progress monitor ELA standards during Integrated ELD
- Collection of student work samples during classroom walkthroughs
- Classroom Walkthrough Feedback to teachers and AC's using Instructional Practice Guide specifically around ELD/ELA instruction
- PLC agendas focused on classroom foundations and the 4 grounding questions

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

- Teachers will provide designated English Language Development for 30 minutes a day for all English Language Learners during RTI time..
- Push-in/Pull support will be provided to a designated cohort of 1st and 2nd-grade classrooms based on student assessment data. Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.
- Instructional materials and supplies will be purchased to support the Teacher and ELD students.
- Technology will be provided or purchased to support instruction.
- The classroom teacher will provide support and intervention for long-term EL students.
- ELPAC Assessors will be provided to assist in giving ELPAC to students in K-6.
- Teachers will receive training on the EL framework/standards, criteria of the ELPAC test, and embedded resources in Wonders and GoMath to support English learners.

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

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

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

English Learner student population is performing at the lowest level in areas of English language arts.

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

With Title I funds, we plan to support English Learner students by holding parent meetings to share the criteria for redesignation.

We will utilize a sub to cover the classroom while the teacher reviews progress with EL students. This will include

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- EL Site Rep
- PLC teams

Timeline:

Students identified learning goals by the end of August.

Implementation begins with staff development in August 2024, before the first day of school, and continues through June 2025

Student data reviewed after each assessment of iReady

Teachers will monitor redesignated students quarterly and use this data to goal setting with students.

District Assessments:

- Three times per year

Grade Level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

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

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

There are currently 64 EL students at Robinson. 2 out of 13 met standards on SBAC last year.

2 out of 52 scored on grade level in ELA on iReady, and 6 out of 56 scored on grade level in math.

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

With Title I funds we plan to support English Learner students by holding parent meetings to share the criteria for redesignation.

We will utilize a sub to cover the classroom while the teacher reviews progress with EL students. This will include

the next steps to move a level and/or for redesignation and goal setting.

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

With 7090 or 7091 funds, we plan to support English learner students by purchasing laptops for them to practice needed skills for redesignation and progress towards meeting standards. These could include writing, Reflex, etc.

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

- EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week, targeted for EL students.
- The vice-principal, Principal, and HSL will support EL students and families through interpreting, outreach, home visits, and related services.
- Teachers will monitor ELD progress towards redesignation.
- Materials, supplies, subs, and assessors for ELPAC
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

the next steps to move a level and/or for redesignation and goal setting.

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

With 7090 or 7091 funds, we plan to support English learner students by purchasing laptops for them to practice needed skills for redesignation and progress towards meeting standards. These could include writing, Reflex, etc.

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

- All students will be provided with Integrated ELD throughout the instructional day across the subject areas.
- All EL students will receive designated instruction.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson 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	Mat & Supp			: Materials and Supplies **No incentives or food**	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology- replace	13,708.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,744.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts, Kinder Assess, Tutoring, Subs for Training/SST/IEP	34,328.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide supplemental contracts	3,941.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site licenses, Reflex, Frax and Scholastic- Ooka Island	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Supplemental Curriculum, digital licenses	56,043.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology repair and replacement	28,210.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/repair- copy machine, laptops	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	61,267.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental Curriculum, Technology, Licenses	18,551.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: Site Licenses, Reflex, Frax and Scholastic- Ooka Island.	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ovr			Translators- Conferences	1,037.00

**\$281,185.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	92 %	81.6 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

The athletic teams successfully participated in district play in football, volleyball, soccer, cross-country, basketball, softball, and boys' volleyball.

More school club opportunities were offered this year and will continue to be increased next year to return to pre-pandemic levels.

School activities offered: leadership, peer mentoring, Student Council, Peach Blossom, Spelling Bee

Grade levels will emphasize scheduling learning trips, field trips, and experiences to expose students to outside opportunities.

An increased number of field trips were planned and attended this year.

(TK/Kinder/1st Grade)-Zoo (2nd Grade)- Discovery Center, Ballet (3rd Grade) River, Chukchansi Park, Art Museum, Fresno State Farm (4th Grade) Millerton (5th Grade) Cal-Skate, Sequoia (6th Grade) CSUF, Ahwahnee, 6th Grade Camp-Wonder Valley (SDC) Fresno State Farm, Tenaya Special Olympics.

A parent volunteer played organized sports 4-5 days a week during lunch recess with students from grades 1st through 6th.

Learning opportunities offered by outside agencies:

- Artist in Residency provided art-based instruction by "Understanding Ourselves through writing and sketching" for 2nd-4th grade.
- Bricks-4-Kidz for 1st-2nd grade

2

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

Key factors- chronic absenteeism has affected some students' opportunities to participate in offered experiences.

Reduced interest in offering clubs after school by teachers.

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

We successfully implemented many extracurricular activities, such as Peach Blossom, Leadership, Student Council, Spelling Bee, Peer Mentors, and Athletics. All grade levels were able to attend their Goal 2 and Goal 3 field trips. Several afterschool clubs were offered and many younger students were given opportunities to participate in organized sports during their lunch recess.

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

To build students' character and competencies for workplace success, after-school arts/activities/athletics will be offered to students in 1st-6th grade. Students will be exposed to different career opportunities through assemblies, speakers, field trips, and various school events/activities. These items can be found in the Progress Monitoring section of Goal 2 on the SPSA

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Approved as written</div>	<div>2 ELAC:</div> <div>Provide field trips regularly</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Prioritize technology</div>
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Action 1

Title: Action 1: Career Opportunities

Action Details:

Robinson Elementary will provide a wide array of opportunities for students to demonstrate the character and competencies for workplace success. They will also have a clearer understanding what careers require a college degree and which careers they could move into following high-school.

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

- Goal 2 – Engagement Data
- Events/Activities

Owner(s):

- Teachers
- Admin
- Resource Counseling Assistant
- HSL
- Campus Safety Assistant
- ASES

Timeline:

- This will begin on the first day of school and continue through June 2025.
- Quarterly review of student engagement data
- Teachers/Admin will monitor engagement data after each activity.

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

- Students will have opportunities to participate in district-provided college and career readiness opportunities, such as:
  - Bricks for Kids - grade 1-3
  - Discovery Center- grade 2
  - San Joaquin River Parkway- grade 3
  - Millerton Lake - grade 4
  - Sequoia National Park- grade 5
  - College Campus Tour - grade 6
- Expose students to a variety of career opportunities through:
  - Field trips
  - Career Speakers
  - Career Day
  - Assemblies
  - Various school events/activities
- Invite students to Extended School Year to participate in the CTE program for grades 3-5 if provided
- Continue to implement technology to prepare students for workplace competencies
- Invite parents or community members to share information about career opportunities.
- Supplemental contracts will be offered to certificated and classified staff to support field trips and after-school clubs.

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

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

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

EL students at Robinson	53
Redesignated	5
On Track	12
Long Term	10
At Risk	26

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

- Provide RTI for students not meeting grade-level standards. Utilize teaching fellows to support.
- Parent meetings will review EL levels, ELPAC assessment, and requirements for proficiency on ELPAC.

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

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

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

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

33.8% of African American students met standards on SBAC for ELA61.7% of African American students have not met their stretch goal on IReady 2 in ELA.

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

Purchase books and laptops to show students places and things that are outside the classroom. Purchase online subscriptions to support standards mastery.

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

As funds allow, provide in town field trips to plays, ballets, art exhibits, etc. To provide students with outside the classroom experiences.

As funds allow, provide assemblies that show various cultures and/or arts experiences.

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



- As funds allow, provide in-town field trips to plays, ballets, art exhibits, etc., to provide students with outside-the-classroom experiences.
- As funds allow, provide assemblies that show various cultures and/or arts experiences.

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

- Economically disadvantaged students, English Learners, and Foster students will participate in daily lessons, which will be based on a culture of learning with high expectations, challenging content, a high level of student ownership, and exposure to various career opportunities.
- Non-English speaking students will be paired with someone who can translate and support their understanding.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

out of the SPSA.

- Attention will be placed on ensuring all students attend Goal 2 activities. RCA will attend Goal 2 activities for all students who need social-emotional support. Data will be reviewed to ensure that African American students attend all field trips and activities.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of African American students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson 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	Mat & Supp			: Assemblies, Positive Recognition, Goal 2	10,000.00

\$10,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.7 %	2023-2024	27.7 %
Suspension Rate - Semester 1	✓	1.5 %	2.3 %	2023-2024	1.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Chronic Absenteeism:

Weekly incentives were offered for every student in TK-6 for being at school and on time for the week.

Classroom incentive chart—Each class that fills out the word "Attendance" for perfect class attendance earns a reward.

Suspension Rate:

We have continued implementing the Second Step in all K-6 classrooms and Positivity Project lessons daily to maintain an environment where students understand expectations and learn to manage their emotions.

Behavior assemblies were conducted for all grade levels twice this year to review rules and expectations (the first week of school and the first week of the second semester).

RCA and Admin work closely with students who struggle with behaviors to teach replacement behaviors and strategies.

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: Robinson's highest subgroup (according to the SARC) are the students listed as 2 or more races (51%). These students are also in the SE disadvantaged group, some are in the EL subgroup, and some are students with disabilities (50%). Students in our Special Education Autism programs have struggled with illness this year, and it has spread throughout the classrooms, causing a large amount of absences.

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

Chronic Absenteeism: Weekly incentives reduced chronic absenteeism but didn't affect regular attendance and tardy numbers as expected. The classroom ATTENDANCE chart is somewhat effective but not as much as expected.

Suspension Rate:

At the beginning of the year, there was increased physical contact, causing higher-than-normal suspensions. Class meetings and organized sports at recess helped reduce ongoing issues.

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

Chronic Absenteeism:  
**Attendance** will be discussed weekly in the Robinson Parent newsletter.  
Parent Coffee hours will consistently have a component about attendance.  
Perfect **Attendance** will receive a special certificate at awards.  
Data for each subgroup will be monitored biweekly. Special attention will be given to 2 or more race subgroups. Each staff member will pick "focus" students to talk to and build relationships with to motivate improved attendance and behavior.  
CWAS, administrators, and office staff will communicate constantly with all Tier 2 and 3 students to plan the next steps.  
SSTs will be utilized to support students with high absences. Special attention will be given to the subgroup of students of two or more races.  
Incentives will be used to encourage great attendance.  
Suspension Rate:  
We will continue all tiered response levels to behavior issues, implement Climate and Culture components, Guidelines for Success, and district programs like Second Step, Class Meetings, and the Positivity Project. We will also proactively create organized sports activities for recess to teach students how to play together.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Ok as written</div>	<div>2 ELAC:</div> <div>Keep incentives</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>approved as written</div>
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Action 1

Title: Action 1: Attendance

Action Details:

Increase attendance and decrease tardy rate of all students. Robinson will be provided a Full-Time Spanish speaking Home School Liaison to help facilitate parent involvement in education  
The HSL will create a list biweekly of Chronic Students with the results given to admin. Admin will make visits and phone calls with priority given to students classified as 2 or more races.  
Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement, parent use of support services and registration for Edu-text.  
Increase student engagement at school through adult connections, Goal 2 clubs, Positivity Project, and RCA relationships, resulting in increased attendance. Provide attendance incentives, reward assemblies, attendance certificates,

attendance rallies and other opportunities as funds are available.

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

Tier 1

- Weekly/Monthly ATLAS Attendance Reports
- Teacher/Admin. monitoring of identified individual students
- Attendance monitoring tools
- Daily Attendance Phone Calls
- SEL Surveys
- Evaluate responses to the parent, student, and family survey in the Spring of 2024. Student survey results will reflect higher levels of “Agree” or “Strongly Agree.”
- Monitor parent attendance at school functions and meetings.
- Monitor parent registration of Edu-Text.
- Monthly and quarterly awards of recognition to celebrate participation and achievement
- Class competitions, grade-level competitions, etc.

Tier 2

- Monthly attendance meetings
- HSL to call and remind parents of Attendance meetings on the night before
- Meetings with specific students (upon parent approval)
- SST

Tier 3

- Home Visitations when parents miss Attendance Meetings
- SARB referral
- SST

Owner(s):

Attendance Data:

- Office Assistant
- Teachers
- Admin
- HSL

Parent Meetings:

- Office Assistant
- Admin.
- HSL

Timeline:

- Weekly incentives for perfect attendance for the week
- Quarterly awards
- Quarterly monitoring of Goal 2 engagement
- Review students' progress and school data at monthly Climate and Culture meetings.
- Attendance meetings held monthly
- Ongoing, beginning the first day of school and continuing through June 2025
- Attendance class incentives as earned.

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

- Classroom teachers, Office Assistants, HSL, and/or school administrators will make a concerned call home when chronically absent students are not at school, with priority given to students in the 2 or more races group
- The Principal, Vice Principal, and HSL will conduct home visits for chronically absent students.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school to provide students opportunities to interact positively and connect with their peers and an adult mentor.
- Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after-school clubs.
- The Climate and Culture Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations. "Caught Being Good"
- When classes finish the ATTENDANCE award for having perfect attendance for 10 days, they will receive a special reward for the entire class, such as a "popcorn" party.
- Awards Assemblies, Safety Patrol, and other extra-curricular activities to engage students and increase attendance rates while creating a safe school environment.
- Weekly Class Meetings, Second Step lessons, and Positivity Project Lessons
- Tier 1: Staff will encourage students to participate in enrichment activities. Staff will each be responsible for making a relationship with a particular student at school to talk to and build a relationship with to motivate improved attendance and behavior.
- Tier 2: Resource Counseling Assistant to provide social-emotional support for students.

- Students referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success.
- Counseling services as needed from All 4 Youth

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

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

The English Learner student population is performing similarly in terms of attendance for chronic and severely chronic students (9.38/1.56) as the schoolwide population (8.86/2.53) according to the 23-24 school year data

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

With Title I funds we plan to support English Learner students by holding Principal Coffee Hours and other parent meetings.

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

- EL Students who progress toward their annual goal and target or are redesignated will be rewarded through an incentive system that fosters student motivation and non-cognitive skills such as stamina and perseverance.
- Bilingual HSL to support EL students and Spanish-speaking families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

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

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

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

Student Group	% Chronically Absent
African American	45.5%
Hispanic	37.5%
Students with Disabilities	50.5%
2 or more Races	51.7%
Asian	30.4%
Social Economically Disadvantaged	38.1%

Robinson's highest subgroup (according to the SARC) are the students listed as two or more races. These students are also in the SE disadvantaged group, and some are in the EL student group as well as the students with disabilities group. These students will be given priority for tutoring, ASP,

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

- Attendance will be discussed weekly in the Robinson Parent newsletter.
- Parent Coffee hours will consistently have a component about attendance.
- Perfect Attendance will receive a special certificate at awards.

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

- Data for each student group will be monitored biweekly. Special attention will be given to student groups of 2 or more races. Each staff member will pick "focus" students to talk to and build relationships with to motivate improved attendance and behavior.
- CWAS, administrators, and office staff will communicate constantly with all Tier 2 and 3 students to plan the next steps.
- SSTs will be utilized to support students with high absences. Special attention will be given to student groups of two or more races.
- Incentives will be used to encourage great attendance.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of each student group of 2 or more races.
- Phone calls from site admin will be made to homes of students who chronically miss school. Special attention will

Action 2

Title: Action 2: Suspensions

Action Details:

Robinson Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Climate and Culture components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students.

Guidelines for success ("Robinson") and district programs (Class Meetings/Second Step/OLWEUS/ Positivity Project) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.

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

- Tier 1
- Classroom/Office Referrals
  - MAC/CHAMPS Implementation
  - ATLAS misbehavior & positive behavior entries
  - Class Meetings – Quarterly documentation of implementation
  - Second Step/OLWEUS
  - Positivity Project
  - Student Engagement –GOAL 2 Activities
  - SEL Student Survey (Gr. 3-6)
  - Staff Survey
  - Parent Surveys

- Tier 2
- Weekly Suspension Data
  - Student Success Team Meetings
  - RCA to check in with students daily

- Tier 3
- Student Behavior Plans and Informal Behavior Contracts
  - School psychologist to meet with students and parents.

Owner(s):

- Teachers
- Resource Counseling Assistant
- Psychologist
- School Climate and Culture Team
- Admin
- Campus Safety Assistant

Timeline:

Ongoing, beginning on the first day of school and continuing through June 2025.

Data reviewed monthly by the Climate and Culture Schools Team

Monthly feedback from RCA to teachers and admin.

The admin will meet monthly with CSA to evaluate safety issues and student engagement.

The psychologist will give the admin a quarterly report on behaviors.

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

- All classrooms will implement Class Meetings, Second Step, and Positivity Project lessons weekly
- Implement Climate and Culture initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement a school-wide anti-bullying program, Olweus
- Monthly student rewards for behavior, attendance, and effort will focus on a different area each month.
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students are to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Substitute administration (if needed) to always provide student safety.

- Tier 1: All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus, Positivity Project
- Tier 2: Resource Counseling Assistant to provide social-emotional support for students; referral to All 4 Youth Counselor.
- Tier 3: Identified students who are not responding to universal supports will participate in some or all of the following: referral to Resource Counseling Assistant, discipline referrals, Behavior Support Plan (BSP), implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, SPED Assessment, etc.
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Sensory tools to support behavior and attention to learning
- The Positivity Project will equip Robinson with digital resources, videos, training, and strategy to teach Positive's 24 character strengths and empower students to build positive relationships.

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

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

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CADashboard).

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

With Title I funds we plan to support English learner students by:

- Funding Community Coffee and parent meetings that promote parent involvement where we will monitor and report suspension data.

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

With funds from 7090 or 7091, we plan to support English learner students by:

- Funding Community Coffee and parent meetings where we will monitor and report suspension data.
- Provide incentives for student engagement.

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

- Economically disadvantaged students, English Learners, and Foster students will participate in daily lessons with a culture of learning with high expectations, challenging content, and a high level of student ownership.
- Bilingual HSL will support students and families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.
- Identified students will participate in Tier 2 and 3 academic and behavior interventions.
- We plan to support English Learner students by funding a resource counseling assistant who can intervene to counsel behaviors before they get to the office.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

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

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

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

Ethnicity	% of school suspensions	% of school population
Hispanic	55.6%	60.1%
African American	29.6%	11.6%
White	7.4%	9.5%
2 or more races	3.7%	7.6%

Our African American student group is disproportionately higher than their representation in the Robinson (29.6% of suspensions yet 11.6% of the population)

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

- With Title I funds, we plan to support African American students by funding parent meetings that promote parent involvement on the Robinson campus.
- Books promoting diversity will be purchased for the library and classrooms.

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

- With 7090 or 7091 funds, we plan to support African American students by funding a resource counseling assistant who can intervene to counsel behaviors before they get to the office.
- With 7090 or 7091 funds, we plan to support African American students by:
- Holding community coffees and parent meetings, monitoring and reporting suspension data, and providing incentives for student engagement.
- Incentives will be used to encourage students to make good decisions.

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

- Each staff member will pick a "focus" student to talk to and build a relationship with to motivate improved attendance and behavior.
- Behavior plans will be generated with the assistance of the school's psychologist, administrator, and classroom teacher.
- Incentives will be used to encourage students to make good decisions.
- HSL will support students and families and coordinate support services/parent education through



- outreach, home visits, and related services.
- Identified students will participate in Tier 2 and 3 academic and behavior interventions.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of African American students.

Action 3

Title: Action 3: Engagement

Action Details:

Robinson Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics. We will provide parents with opportunities to be involved with the school.

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

- GOAL 2 – Engagement data
- Approved Volunteer Applications
- Responses on School Climate Surveys for parents and students
- Parent attendance (documented through sign-in sheets) throughout the school year events include Back to School Night and Open House
- Parent Conferences
- ELAC/SSC attendance/agendas/minutes
- PTA
- Community Coffee with grade-level performances
- Parent University Courses
- Parent Engagement Hour
- Student Performances
- Award Assemblies
- Events/Activities/Field trips
- Monitor groups that are low-performing students

Owner(s):

- Teachers
- Admin
- HSL
- Office Manager
- Office Assistant
- Campus Safety Assistant
- RCA

Timeline:

- This will begin on the first day of school and continue through June 2025.
- Quarterly review of student engagement data
- Weekly updated Volunteer Applications
- Teachers/Admin will monitor engagement data after each activity, especially for low-performing groups.

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

- Student of the Month to honor students demonstrating the Character Counts pillars will be celebrated each month
- Tier 1: Math and Writer of the Quarter, sports awards – to honor either excellence or improvement,
- Monthly and quarterly recognition awards to celebrate participation, citizenship, and achievements.
- Tier 2: RCA room – participation for all students to provide opportunities to be engaged in arts, activities, and athletics
- Resource Counseling Assistant to provide social-emotional support for students
- Weekly class meetings for 30 minutes, Online Second Step, Daily Positivity Project lessons
- Clubs to focus on leadership and services to others, such as Student Council, Peach Blossom, Student Leadership
- Assemblies, presentations, Goal 2 enrichment trips, and transportation will be provided to foster school participation and interest

- When classes finish the ATTENDANCE award for having perfect attendance for 10 days, they will receive a special reward for the entire class, such as a “popcorn” party.
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
- Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by the district office) to recover an absence or re-engage with school
- Materials and supplies including but not limited to sports equipment, uniforms, t-shirts, art supplies, school supplies, student incentives, awards, and other items necessary to facilitate meaningful and engaging student Goal 2 opportunities
- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Support inclusive practices for mainstreaming SPED students into the Goal 2 activities and field trips.

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

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

English Learner student population is performing at the lowest level in areas of ELA on SBAC. Only 12.5% of EL students met or exceeded standards. The current distance from the standard is -56.

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

- With Title I funds, we plan to support English Learners by purchasing Magnetic Reading as an intervention for Phonics and Comprehension.
- We will promote music as it has been show to improve reading.

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

- Economically disadvantaged students, English Learners, and Foster Youth will participate in daily lessons, which will be based on a culture of learning with high expectations, challenging content, a high level of student ownership, and exposure to various career opportunities.
- During special events, make sure to have a list of students that fall in this category and get them involved. After each activity, we will collect data on the participation rate.
- Use RCA to help encourage students with their social-emotional needs.
- Utilize the Positivity Project to support character development.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

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

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

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

Student Group -ELA	%who met/exceeded	DFS
White	44.0	-20
Multiple Races	40.	-54
Hispanic	34.6	-35
Socioeconomic Disadvantaged	32.6	-41
African American	25.0	-53
English Learners	12.5	-56
Students w/Disabilities	8	-71

Student Group - Math	%who met/exceeded	DFS
White	48.	-24
Multiple Races	40	-34
Hispanic	26.9	-53
Socioeconomic Disadvantaged	28.4	-51
African American	8.3	-77
English Learners	20.8	-65
Students w/Disabilities	16.0	-66

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

- Swun math curriculum for Grades 1-6.
- Magnetic reading as an intervention for phonics and reading comprehension.
- Reflex/Frax math to promote math fluency.
- These programs will promote grade-level proficiency, enabling students to earn grades that allow

engagement in sports, the arts, etc.

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

- Students will be encouraged to join after-school clubs to foster a connection to school.
- During special events, make sure to have a list of students that fall in the lower performing categories and get them involved in activities. After each activity, we will collect data on the participation rate.
- Use RCA to help support students' social and emotional needs.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of all student groups.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson 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	Instruction	Local Mileag			: Home School Liaison Local mileage	500.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Curriculum	3,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub	1,197.00
G3A3	Sup & Conc	Instruction	Direct Trans			: Transportation	1,000.00

**\$5,697.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	97 %	90.7 %	2023-2024	96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Professional development has been provided and continually revisited in the Positivity Project, Cultural Proficiency, behavior management strategies, CHAMPS, and Online Second Step review. Data is collected through surveys and analyzed in Climate and Culture Team meetings. Adjustments to school-wide structures, incentives, and supports are implemented to support staff. As a result, teachers and staff will feel supported and able to meet students' needs by providing a safe place to learn.

2

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

A key factor that continues to contribute to the disproportionality of low-performing student groups is the overall effect and impact caused by the pandemic. Teachers and students continue building relationships and SEL interventions crucial for student success.

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

The intended actions for this year included continued training on Positivity Project, Online Second Step, and other SEL supports. However, SEL training was limited due to focused professional development on Math and ELA instructional strategies. Review and implementation support took place one-on-one to ensure programs were implemented in each classroom.

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

Planned professional development on relationship building around CHAMPS, Positivity Project, Second Step, and Cultural Proficiency will be conducted to provide a safe place for students and staff to learn and teach. A Resource Counseling Assistant will support students struggling with behavior in the classroom and Roadrunner Canyon. We will utilize SST to support Tier 2 and 3 students struggling with behaviors that prevent academic success. These items can be found in the Progress Monitoring section of Goal 4 on the SPSA. We will hold class/grade level competitions for the fewest office referrals and reward that class/grade level with extra recess, small treats, etc.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>approve as written</div>	<div>2 ELAC:</div> <div>Would like more Spanish speaking staff</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>approve as written</div>
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Action 1

Title: Recruiting and retaining staff to provide Caring Adult

Action Details:

Robinson Elementary School will continue to be where people want to work. As a result of this loyalty to our school, the staff will become an essential part of the community. This will create a school where students feel they have an adult who cares about them. Student survey results on caring adults will measure this.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Continued professional development around relationship building, CHAMPS, Second Step, Positivity Project, and Cultural proficiency to provide a safe learning place.</div>	<div>Owner(s):</div> <div>Administration, staff</div>	<div>Timeline:</div> <div>1st quarter</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Begin the year with team-building activities for the Robinson staff.</div>	<div>Owner(s):</div> <div>Administration, staff</div>	<div>Timeline:</div> <div>August</div>
<div>Utilize staff survey data to monitor progress</div>		
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Utilize SST to support Tier 2 and Tier 3 students struggling with behaviors that prevent academic success.</div>	<div>Owner(s):</div> <div>Administration, staff</div>	<div>Timeline:</div> <div>Throughout the school year</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>The resource Counseling Assistant will provide support in the classroom and in Roadrunner Canyon for students struggling with behavior.</div>	<div>Owner(s):</div> <div>RCA</div>	<div>Timeline:</div> <div>Throughout the year</div>

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

Ensure every staff member has email access through their FUSD email.

Owner(s):

Office manager

Timeline:

Throughout the year

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

- **Student Academics:** Training Wonders, Go-Math, Champs, Cultural proficiency, Positivity Project, Math Lesson Design (TK-6th Grade). PLI (1 teacher per grade level)
- **Student Centered and Real-World Learning:** After school tutoring, clubs, athletics, field trips
- **Student Engagement:** Positive rewards, relationship building activities.

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

- Staff will be provided professional development for relationship building, CHAMPS, behavior management strategies, Positivity Project, Second Step, etc., and cultural proficiency training. Data will be reviewed as a staff for all subgroups, with attention given to EL students.
- English Learners will participate in daily lessons with a culture of learning with high expectations, challenging content, and a high level of student ownership (along with ELD support) to build student/staff relationships.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

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

- Staff will be provided professional development for relationship building, CHAMPS, behavior management strategies, Positivity Project, Second Step, etc., and cultural proficiency training. Data will be reviewed as a staff for all subgroups, with attention given to African American students.
- Economically disadvantaged students: All students (with a focus on the success of African American students) will participate in daily lessons with a culture of learning with high expectations, challenging content, and a high level of student ownership to build student/staff relationships.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting the parents of economically disadvantaged students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Travel			: Travel	500.00

\$500.00



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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	92 %	2023-2024	95.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Robinson's current implementation goals of encouraging parent participation in school events and classroom support have shown positive results.

- The following supports have been put into place or continue to be part of our school expectations: Weekly calendar of events and notices for all parents sent home in English and Spanish
- All teachers communicate with families on Class Dojo to include them on student progress, concerns, or support. Awards Assemblies are broken up by grade level to allow for a safer environment and are conducted once each quarter
- Home School Liaison is available five days a week to support with home visits, attendance concerns, ELAC support, and Spanish Translation
- HSL is providing a monthly Parent Engagement Hour
- Parent-teacher conferences offered to all families with interpreters available when needed
- Materials and supplies available for students in the classroom
- Weekly/As Needed Parent Square messages sent to inform parents of upcoming events and reminders
- Resource Counseling Assistant support for all students and parent communication when needed
- Student Success Team meetings to address the needs of Tier 2 and Tier 3 students
- Parent invitations to Winter and Spring Music Concerts
- Parent invitations to all sporting events
- All events posted on the marquee

2

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

Although parents participate more actively during school events, many still do not check or respond to teacher messages on Class Dojo or listen to Parent Square, which limits school-to-home communication. Each staff member should personally invite one parent to all events to improve participation.

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

According to the 2023-24 Fall Climate and Culture Survey, families rated the Family Engagement Domain at 92% - a 2% increase from the spring of last year. The question with the lowest positive response at 90% is "I feel like I am

According to the 2023-24 Fall Climate and Culture Survey, families rated the Family Engagement Domain at 92%, a 2% increase from the Spring of last year. The question with the lowest positive response at 50% is, "I feel like I am a partner in making decisions at my child's school." The question with the highest positive response of 100% was, "My child believes they can learn from their mistakes." In-person events like Back to School Night, Monthly Community Coffees, awards assemblies, etc., parents have been present to hear about school committees and ways to participate, such as SSC, ELAC, and PTA.

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

Utilizing the positive relationships we have built with families and offering our in-person events next year (Back to School Night, Quarterly Awards, Monthly Community Coffee, Music Concerts, Open House, Athletic events, IEP/SST meetings, etc.), we anticipate a higher percentage of families who feel part of our school. These supports can be found in the Direct Services and Opportunities for Parents and Families section of Goal 5 in the SPSA.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Like the invitations to events. Please make sure all classes do this.</div>	<div>2 ELAC:</div> <div>Need to continue events for families</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Ok as written.</div>
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Action 1

Title: Family connection to school site

Action Details:

Robinson Elementary will continue to be a place where parents feel welcome and involved in their student's education. We will provide opportunities for parents to be involved in their child's education, increasing attendance at parent meetings.

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

- Parent sign in sheets
- Documentation on Atlas
- Data by classroom for attendance at parent events.

Owner(s):

- Teachers
  - Admin
  - Resource Counseling Assistant
  - HSL
  - Certificated Tutor

Timeline:

- Ongoing, beginning on the first day of school and continuing through June 2025.
- Quarterly review of family engagement data.
- Teachers/Admin will monitor family engagement data after each activity.

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

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**Student Academics:**

- After-school tutoring for select students through the Extended Learning After School Library Program for identified students.
- Students not meeting grade-level standards will be referred to Student Study Team for additional support.
- Back to School night
- Open House
- Awards Assemblies
- Winter and Spring Music Concert
- Community Coffee
- ELAC
- Parent Engagement Hour
- Teacher provided tutoring by grade level for students not meeting standards

**Student Centered and Real-World Learning:**

- Team building activities
- Positivity Project 24 character strengths
- All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus

**Student Engagement:**

- After school tutoring
- Clubs/sports
- Awards
- Incentive rallies
- Teacher/student relationships

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

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- Notices for all parents will go home in English and Spanish.
- Interpreters will be provided for parent-teacher conferences and schoolwide parent meetings.
- Invitations to all ELAC and Parent Engagement Hour meetings.

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

---

- Teachers will personally invite one African American parent to attend each parent meeting.
- School supplies will be given out at parent meetings to motivate families to attend.
- The Student Success Team will meet to determine strategies for tier 2 and 3 students.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation/ Materials/Supplies **No incentives or food**	1,968.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation- Food/events	3,000.00

**\$4,968.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0380 Robinson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies **No incentives or food**	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology- replace	13,708.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,744.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts, Kinder Assess, Tutoring, Subs for Training/SST/IEP	34,328.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide supplemental contracts	3,941.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site licenses, Reflex, Frax and Scholastic- Ooka Island	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Supplemental Curriculum, digital licenses	56,043.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology repair and replacement	28,210.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance/repair- copy machine, laptops	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	61,267.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Supplemental Curriculum, Technology, Licenses	18,551.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: Site Licenses, Reflex, Frax and Scholastic- Ooka Island.	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ovr			Translators- Conferences	1,037.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Assemblies, Positive Recognition, Goal 2	10,000.00
G3A1	Sup & Conc	Instruction	Local Mileag			: Home School Liaison Local mileage	500.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Curriculum	3,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub	1,197.00
G3A3	Sup & Conc	Instruction	Direct Trans			: Transportation	1,000.00
G4A1	Sup & Conc	Instruction	Travel			: Travel	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation/ Materials/Supplies **No incentives or food**	1,968.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation- Food/events	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,420.00
Sup & Conc	7090	\$206,986.00
LCFF: EL	7091	\$28,944.00
<b>Grand Total</b>		<b>\$302,350.00</b>

\$302,350.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$281,185.00
G2 - Expand student-centered and real-world learning experiences	\$10,000.00
G3 - Increase student engagement in their school and community	\$5,697.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,968.00
<b>Grand Total</b>	<b>\$302,350.00</b>