

Robinson Elementary

10621666006456

Principal's Name: Kelley Auston

Principal's Signature: 

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

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

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

Consolidated Program Assurances


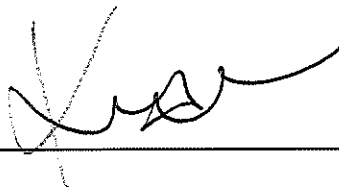
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelley Auston	X				
2. Chairperson - Kristina Nolan				X	
3. Chelsea Sellick		X			
4. Staci Siechert		X			
5. Brittney Felix		X			
6. Laura Gama de Hernandez			X		
7. Melanie Verduzco				X	
8. Ong Yang				X	
9. Patricia Hill				X	
10. Tasha Tucker				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

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

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

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

FY 2022/23

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	\$49,374 *
7090	LCFF Supplemental & Concentration	\$168,682
7091	LCFF for English Learners	\$20,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$92,207</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$330,263

* 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	\$1,688
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$47,686</u>
	Total Title I Allocation	\$49,374

Robinson Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD2 proficiency - percentage of students on/above	✓		30.41 %	2021-2022	40 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		24.31 %	2021-2022	40 %

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 Elementary implemented Intervention support was held daily as planned, (Monday-Thursday) with Teaching Fellows in grades 1-5 through push-in, and (Monday-Friday) with Certificated Tutor in grades 1-3 in pull-out, as well as additional supports which included: iReady, differentiated instruction by teacher, and independent practice in all classrooms. Semester 1 focused heavily on a Math Intervention focus in all grades. iReady D1 to iReady D2 showed proficiency growth from 6% to 22% schoolwide. The median percent progress towards Typical Growth for Robinson was 75%, with 38% of students meeting 100% of their Annual Typical goal, and 13% meeting their Annual Stretch Goal. This intervention focus showed successful progress towards meeting our schoolwide goal of 40% for iReady D3. Afterschool tutoring didn't begin until January 2022 due to Covid restrictions. Targeted students in grades 1 and 6 were given extra tutoring support from 2:05-2:35 Monday-Friday with excellent attendance. Nearly all 3rd grade students remained at school until 2:35, Monday-Friday, and received strategic, intensive, intervention.

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 that contributed to the disproportionality of low-performing student groups would be the lack of face-to-face teacher support that resulted from online instruction during the pandemic.

33% White- 2 or more grade levels behind

35% African American- 2 or more grade levels behind

34% Hispanic- 2 or more grade levels behind

41% ELL- 2 or more grade levels behind

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 loss of learning during the pandemic, 6 Teaching Fellows were funded to support teachers in building basic skills of our students. Our intended implementation fell short due to several reasons. We have gone the entire year without a full staff, those who are assigned to us have shown up late multiple times or have been absent. These inconsistencies have negatively affected the support to students that was intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Next year we will be focusing on RTI intervention utilizing iReady data. We will be eliminating Teaching Fellows and replacing with a Full Time Intervention teacher to strategically meet the needs of identified students in grades 4-6 in the areas of Math and Reading. Continue use of Part-Time Certificated Tutor to give additional supports to students in grades 1-3 with a Language Arts focus. Admin team will meet with each grade level after each iReady test session to discuss interventions needed for students to meet standards. We will utilize quarterly progress monitoring with our EL students to ensure their academic needs are being met.

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

1 SSC:

Approved as written

2 ELAC:

Very happy to add a full time reading intervention teacher.

3 Staff:

Reading teacher is a top priority.

Action 1

Title: Action 1: English Language Arts

Action Details:

Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 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, utilizing a Full-Time Instructional Coach, Full-Time Intervention Teacher, Part-Time Certificated Tutor, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The classroom teacher will be the primary provider of small group intervention lessons. Intervention Teacher, Certificated Tutor, 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 not meeting grade level standards in reading and writing, or providing enrichment for those students who have achieved mastery. Student needs will be determined by using common formative assessment, iReady, CAASP, and BPST as well as 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 agenda and appropriate materials and supplies.
- Utilize IAB's a minimum of monthly & 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.

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.
- Utilize Intervention Teacher to deliver more intensive instruction to students.
- Referrals to Student Study Team to determine other measure of support needed for intervention.

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Admin

Grade Level Assessments

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP
- Instructional Coach
- Intervention Teacher
- Certificated Tutor
- PLC teams
- Admin.

Timeline:

- *Planning of formative assessments for 2022-2023 begins in May 2022.*
- *Expectation is common formative assessments given monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.*
- *Each quarter all staff will engage in 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 next steps.*
- *Coverage will be provided so that teachers can observe their peers as needed and if funds are available*
- *PLC's will monitor IAB data monthly starting in October and continuing until CAASP.*

Tier 2

- *Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. In class RTI for K-6 grade. Lunch time and after school tutorial for K-6 grades to begin in September 2022.*
- *Teachers will assess students at the beginning of RTI and at end of quarter to reassess placement.*

Tier 3

- *Referral to Student study team after 2 unsuccessful RTI rotations.*
- *After school tutorial or work with Intervention Teacher*

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):

- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not 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.
- Increase the use and availability of technology in support of 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: Grades K-6, an RTI 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 Student Study Team for additional support.
- Intervention Teacher and paraprofessionals will be utilized to provide targeted instruction on specific areas of student need. These students will have priority for after school support.
- Certificated Tutor will pull students out for intervention at every grade level. They may also provide extra EL support.
- Students in grades K–6 scoring significantly below grade level will be evaluated through SST after all other interventions have been implemented.
- 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 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, and common grade level formative assessments.
- Tutoring/Intervention support from teachers based on student assessed needs or academic areas of concern. Teachers to provide additional interventions to identify 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 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, EL's & 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.
- Set goals for students to work towards academic success. Quarterly academic assemblies to receive recognition and a certificate, 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 SPED students to be mainstreamed into the general education classroom.
- Progress monitoring for SPED students to be completed through the IEP process and progress of IEP goals, to be done quarterly.

Specify enhanced services for EL students:

- 2020 California Dashboard identifies EL students in the red performance band in ELA
- EL students will receive extra targeted instruction to support reading comprehension.
- During RTI time, classroom teacher with the help of CT and paras will provide 30 minutes of ELD intervention.
- Reading Intervention teacher to focus on the needs of EL students who require extra support to meet grade level reading standards.
- 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, EL's & Economically disadvantaged)

Specify enhanced services for low-performing student groups:

- Grades K-6, an RTI 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 assessment quarterly.
- Intervention Teacher, Certificated Tutor, 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 the area of reading based on CFAs, iReady, and/or BPST assessment results with Tier 2 support.
- Intervention will be prescribed to students based on assessed needs utilizing BPST, BAS, ELA/Math iReady Assessment, ELA/Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers and Intervention Teacher based on student assessed needs or academic areas of concern. Teachers to provide additional interventions to identified 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. Students 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, EL's & Economically disadvantaged)

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 of 1 grade level per year in the content area of Math using the District Guaranteed and Viable Curriculum of Go-Math.

Robinson will implement an intervention plan, by grade level, utilizing a Full-Time Instructional Coach, Full-Time Intervention Teacher, Part-Time Certificated Tutor, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time, and after school. The teacher will be the primary provider of small group intervention lessons from the Go-Math curriculum. Intervention Teacher, CT, and paraprofessionals will assist with math activities in the areas of 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 by 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

- PLC's will plan common formative assessments aligned to focus standards identified in scope and sequence.
- PLC's will utilize Math quarterly planning guide to align planning and instruction to the coherence, focus, and rigor of CCSS standards.
- PLC's and Lead Teachers will conduct 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 CCI process.
- End-of-Unit Math Task Assessment
- Common Math performance task which aligns to the Instructional Practice Guide Tenet 2, 3 and 4.
- iReady Math Assessments created by grade level PLC's.
- Check for math fluency quarterly
- Teaching students to utilize scratch paper all year long.
- Student organization through purchase of agenda and appropriate materials and supplies.
- Utilize IAB's a minimum of monthly & focus IABS for CAASP

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.
- Utilize Intervention Teacher and CT to provide intensive interventions for students

Tier 3

- Student grades will be monitored by teachers and parents to ensure growth and targeting of students with D's and/or F's for intensive support.
- Referral to 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
- Intervention Teacher
- Certificated Tutor
- PLC teams
- Admin.

Timeline:

Tier 1

- Planning of formative assessments for 2022-2023 begins in May 2022.
- Common formative assessments will be given bi-monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.
- Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.
- Ongoing CCI with lead teachers.
- PLC's will monitor IAB data monthly starting in October and continuing until CAASP.

Tier 2

- Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. RTI, lunch time, and after school tutorial for K-6 grades to begin in September of 2022
- Teachers will assess students at the beginning of RTI and at end of quarter to reassess placement

Tier 3

- Student study team referral after 2 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 at or above grade level. This will include but not 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 Go-Math.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.

- Tier 2 Support: Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Full time Intervention Teacher will assist with strategic small group intervention. Progress will be monitored by site identified formative and summative assessments, common core companion, standards, claims/targets & progressions quarterly.
- Tier 3 support: students not meeting grade level standards will be referred to Student Study Team for additional support.
- Student organization through purchase of agendas and 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, Intervention Teacher, and CT, 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 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, EL's & Economically disadvantaged)
- Classroom materials and supplies – including 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
- 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, lunch time or after school.
- Rewards/Incentives.
- Set goals for students to work towards academically. Quarterly academic assemblies to receive recognition and a certificate, end of the year receive a medal/plaque. iReady goals met will receive either or both BBQ/Pizza Party - traditional growth or T-shirt for stretch growth
- Support inclusive practices for SPED students to be mainstreamed into the general education classroom.
- Progress monitoring for SPED students to be completed through the IEP process and progress of IEP goals, to be done quarterly.

Specify enhanced services for EL students:

- EL students will also receive extra targeted instruction to support reading comprehension to support deconstruction of multi-step word problems.
- Student math data chat and goal setting will be provided in the classrooms by teachers.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

Specify enhanced services for low-performing student groups:

- Grades K-6, an RTI 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 assessment quarterly.
- Intervention 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, Intervention Teacher, and Certificated Tutor, based on student assessed needs or academic areas of concern. Teacher to provide additional interventions to all students, focusing on identified 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 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, Foster Youth, EL's & Economically disadvantaged)

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 a day for all English Language Learners.

PLC Teams will continue to implement a focus around 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 with a strong focus on student talk and task. 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 to make RTI groups for reteaching standards.
- Monitor Re-designation rate throughout the year (Quarterly)
- Utilize Certificated Tutor to help re-designated students reach their goals
- 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 instruction
- PLC agendas focused on classroom foundations and the 4 grounding questions

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- Intervention Teacher
- CT
- EL Site Rep
- PLC teams

Timeline:

Students identified and learning goals established by end of August.

Implementation begins with staff development in August 2022, before the first day of school and continues through June 2023

Student data reviewed after each assessment of iReady

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

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):

- Teachers will provide designated English Language Development for 30 minutes a day for all English Language Learners during RTI time with the help of the Intervention Teacher, Certificated Tutor, and para professionals..
- Push in/Pull out 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 Certificated Tutor 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:

- EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for ELL students.
- 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

Specify enhanced services for low-performing student groups:

- 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.

2022-2023 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	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for classroom support/repairs	2,619.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	1,688.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.8700	Employee ID# 1051968 has been offered the position. Morgan Borrer	116,811.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide Supplemental Contracts	1.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	351.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Copy Machine/laptop repairs	1.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.1300	Employee ID# 1051968 has been offered the position. Morgan Borrer	17,455.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes for PLI, MLD, SST, IEP	23,315.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	17,206.00
G1A1	One-time School	Instruction	Nc-Equipment			: Classroom technology: laptops for students	37,691.00
G1A2	One-time School	Instruction	Cons Svc/Oth			PLI - : PLI professional development services	11,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors/ Teacher Supplemental Contracts	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	545.00

\$275,751.00

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	✓		85.57 %	2021-2022	88 %

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 pandemic restrictions prevented safety patrol and after school clubs from occurring this year. As pandemic restrictions continue to lift, we will increase after school arts/athletics/activities to eventually reach pre-pandemic levels.

Grades 3-6

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

4th and 5th grade had their goal 2 field trips canceled due to Covid restrictions in the first semester.

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).

A major difference this year as compared to years past is the lack of sports. In the 21-22 school year, only the final season was allowed for our students. This was due to Covid restrictions. Also field trips were restricted in the first semester preventing many grade levels from taking their goal 2 field trip. We were also prevented from creating after school clubs due to the pandemic.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

As the pandemic restrictions are lifted, sports, clubs, and field trips will be reinstated.

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

1 SSC:

Happy to see sports start again

2 ELAC:

Wants clubs and sports to start again.

3 Staff:

Happy to see sports start again

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](#)

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

[Timeline:](#)

- Goal 2 – Engagement Data
- Events/Activities

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

- Ongoing beginning first day of school and continues through June 2023.
- 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 3
 - Chaffee Zoo - grade 4
 - 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.

Specify enhanced services for EL students:

Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content, high level of student ownership and exposure to a variety of career opportunities.

Non English speaking students will be paired with someone who can translate and support their understanding.

Specify enhanced services for low-performing student groups:

Attention will be placed on making sure that all students attend Goal 2 activities. RCA will attend Goal 2 activities for all students who need social emotional supports. Data will be reviewed to ensure that African American students are attending all field trips and activities.

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	✓		52.63 %	2021-2022	50.03 %
Suspension Rate - Semester 1	✓		2.2 %	2021-2022	1.87 %

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.

<p>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.</p> <p>Chronic Absenteeism: Encourage students to come to school by offering incentives such as Attendance Assemblies, rewards for completing classroom attendance certificate. Increasing involvement in afterschool clubs and sports.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Due to pandemic symptoms many students were required to stay home for things that they would normally attend school with (i.e. cough). This has drastically increased absences. Also, this has made it more difficult to encourage parents to send their child to school with mild symptoms.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to the pandemic, the strategies that Robinson implemented pre-pandemic, which showed growth for improving attendance (class celebrations, incentives for improved attendance, reviewing attendance data in announcements and staff meetings), had little impact on attendance this year. The RCA was not able to see many groups of students for SE need support. We also were unable to open "Roadrunner Canyon" as a safe place at recess or a class break.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Teachers will reach out to a chronic student when they are absent. This will make the student accountable to the teacher as well as show that the teacher cares. This year, due to the pandemic, 31.6% of Robinson students have chronic attendance and 23.4% are severely chronic. African American students have 17.4% chronic and 34.8% severely chronic.

Robinson's has 21 suspensions as compared to 24 pre-pandemic. Of those 21 suspensions 14.3% were African American students as compared to 37.5% pre-pandemic. The RCA will form a black student union for all interested students to increase cultural awareness.

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

1 SSC:

Frustrated with the increase in poor attendance. Wants to continue incentives.

2 ELAC:

Continue with motivational rallies and incentives.

3 Staff:

Frustrated with the increase in poor attendance.

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 through the following methods, resulting in a decrease in current Chronic Absenteeism Rate and an increase in daily student attendance rate.

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
- Goal 2 Data to show increased connection to school
- Daily Attendance Phone Calls
- SEL Surveys
- Evaluate responses on the parent, student, and family survey in the spring of 2023 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

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)

Tier 3

- Home Visitations when parents miss Attendance Meetings

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

- Classroom teachers, Office Assistant, HSL, and/or school administrators will make a concerned call home when chronically absent students are not at school.
- The Principal, Vice Principal, HSL will conduct home visits of chronically absent students.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with 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 "popcorn" party.
- Awards Assemblies, Safety Patrol, and Peer Mediators 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 provide motivation for improved attendance and behavior.
- Tier 2: Resource Counseling Assistant to provide social-emotional support for students.
- Students referred to Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover their absence

Specify enhanced services for EL students:

- EL Students who make progress toward their annual goal and target, or who are redesignated, will be rewarded through an incentive system in order to foster student motivation and non-cognitive skills such as stamina and perseverance.
- Bilingual HSL to provide support to EL students, Spanish speaking families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.

Owner(s):

Attendance Data:

- Office Assistant
- Teachers
- Admin
- HSL

Parent Meetings:

- Office Assistant
- Admin.
- HSL

Timeline:

- Quarterly awards
- Quarterly monitoring of Goal 2 engagement
- Review progress of students and school data at monthly Climate and Culture meetings.
- Attendance meetings held monthly
- Ongoing, beginning first day of school and continues through June 2023
- Attendance class incentives as earned.

Specify enhanced services for low-performing student groups:

Each staff member will pick a "focus" students to talk to and build a relationship with to provide motivation for improved attendance and behavior.

A2A social worker, CWAS, administrators and office staff will keep in constant communication on all Tier 2 & 3 students.

SST's will be utilized to support students with high absences.

Incentives will be used to encourage great attendance.

Saturday Academy will be offered to students needing to make up absences. (When Available)

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 first day of school and continues through June 2023.

Data reviewed monthly by Climate and Culture Schools Team

Monthly feedback from RCA to teachers and admin.

Admin to meet monthly with CSA to evaluate safety issues and student engagement

Psychologist to give quarterly report to Admin 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 school wide anti-bullying program, Olweus
- Monthly Rewards for students for behavior, attendance, effort each month will focus on a different area.
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Substitute administration (if needed) to provide student safety at all times.
- 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
- Positivity Project to 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:

- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Bilingual HSL to provide support to 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

Specify enhanced services for low-performing student groups:

Each staff member will pick a "focus" students to talk to and build a relationship with to provide motivation for improved attendance and behavior, specifically targeting African American and EL students.

Our RCA will be utilized for students with chronic Tier 2 and 3 behaviors

SST's will be held monthly to support students with chronic behaviors or in need of SEL supports.

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

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 opportunities to be involved with the school.

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

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

- 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
- Parent Coffee
- Parent University Courses
- 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:

- Ongoing beginning first day of school and continues through June 2023.
- 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 awards of recognition 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, Second Step, Daily Positivity Project lessons
- Clubs to focus on leadership, services to others such as : Student Council, Peer Mediators, Peach Blossom, Leadership
- Assemblies, presentations, and 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 “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 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 SPED students to be mainstreamed into the Goal 2 activities and field trips.

Specify enhanced services for EL students:

Economically disadvantaged students, English Learners and Foster Youth will participate in daily lessons that have a culture of learning with high expectations, challenging content, high level of student ownership, and exposure to a variety of 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 participation rate. Use RCA to help encourage students social emotionally.

Specify enhanced services for low-performing student groups:

Students will be encouraged to join After School Clubs to foster a connection to school. Saturday Academy will provide an opportunity to make up absences or re-engage with school (when available). 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 participation rate. Use RCA to help encourage students social emotionally.

2022-2023 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	Attendance & Social Work Service	Local Mileag			HSL Mileage	1.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Support Sub	1.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project	1,995.00
G3A3	Sup & Conc	Instruction	Direct Trans			Busses	1.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		51,512.00

\$53,510.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		91.45 %	2021-2022	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 is continually revisited in the areas of Positivity Project, Cultural Proficiency, behavior management strategies, CHAMPS and 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 put into place to support staff. As a result, teachers and staff will feel supported and able to meet students needs in 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 contributed to the disproportionality of low-performing student groups is the overall effect of online instruction the past two years. Students and staff have not received the face-to-face supports and education around 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).

Intended actions for this year planned for extensive trainings around Positivity Project and other SEL supports. Due to limited staff development time as laid out by the bargaining agreement, professional development focused around ELA and Math instructional strategies to help accelerate student learning due to loss of in-person instruction the last 2 years.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Planned professional development on relationship building around CHAMPS, Positivity Project, and Cultural Proficiency will be conducted to provide a safe place to learn and teach for students and staff. Resource Counseling Assistant will provide supports in the classroom as well as in the Roadrunner Canyon to support students struggling with behavior. We will utilize SST to support Tier 2 and Tier 3 students who are struggling with behaviors which prevent academic success. These items can be found in the Progress Monitoring section of Goal 4 on the SPSA.

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

1 SSC:

Approved as written.

2 ELAC:

Looking forward to face to face family activities

3 Staff:

Wants to continue Covid protocols at activities.

Action 1

Title: Recruiting and retaining staff to provide Caring Adult

Action Details:

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

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

Continued professional development around relationship building and CHAMPS and Cultural proficiency to provide a safe place to learn.

Owner(s):

Administration, staff

Timeline:

1st quarter

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

Begin the year with team building activities for the Robinson staff

Owner(s):

Administration, staff

Timeline:

August

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

Utilize SST to support Tier 2 and tier 3 students who are struggling with behaviors which prevent academic success.

Owner(s):

Administration, staff

Timeline:

Throughout the school year

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

Resource Counseling Assistant will provide supports in the classroom as well as in Roadrunner Canyon to support students struggling with behavior.

Owner(s):

RCA

Timeline:

Throughout the year

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

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

Owner(s):

Office manager

Timeline:

Throughout the year

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

- **Student Academics: Training Wonders, Go-Math, Champs, Cultural proficiency, Positivity Project, Math Lesson Design (5th-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 Professional Development or Staff Services to support EL students:

Professional development for relationship building, CHAMPS, behavior management strategies, Positivity Project, etc. will be provided to staff along with 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 that have a culture of learning with high expectations, challenging content, and a high level of student ownership (along with ELD support) as a way to build student/staff relationships.

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

Professional development for relationship building, CHAMPS, behavior management strategies, Positivity Project, etc. will be provided to staff along with 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 that have a culture of learning with high expectations, challenging content, high level of student ownership as a way to build student/staff relationships.

2022-2023 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	1.00

\$1.00

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	✓		90.62 %	2021-2022	94 %

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 has been prevented at this time due to Covid protocols. The following supports have been put into place or continue to be part of our school expectations:

- Weekly notices for all parents are sent home in English and Spanish
- All teachers communicate with families on Class Dojo to include them on student progress, concerns, or supports
- Awards Assemblies are conducted in classrooms and are available for parent viewing on Teams
- Home School Liaison is available 5 days a week to support with home visits, attendance concerns, ELAC support, and Spanish translation
- Parent-Teacher Conferences via Teams or in-person, was offered, with Interpreters when needed
- Materials and Supplies available for students in the classroom
- Weekly School Messengers sent to inform parents of upcoming events, Covid updates, 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

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

Covid protocols in place and only allowing staff and students on campus has created the inequities of parent engagement. Parent-Teacher communication has been limited and relies solely on Class Dojo and phone calls.

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).

Intended actions for the current school year included Awards Assemblies, in-person School Site Council Meetings, in-person SST/IEP meetings, in-person Back to School Principal Assembly, school-wide assemblies. For any online option that was given, attendance by families was significantly lower than if they had been in person. This was due to lack of technology at home, or inexperience of utilizing Teams. All budget expenditures continued to be utilized as planned with HSL, RCA, (online supports when needed) and materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

According to the Fall Family Engagement Survey, 86% of parents feel like they are part of their child's school. Utilizing our planned in-person events next year (Back to School Night, Quarterly Awards Assemblies, Music Concerts, Open House, sporting events, in-person 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

Looking forward to in-person activities

3 Staff:

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 students 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 first day of school and continues through June 2023.
- Quarterly review of family engagement data
- Teachers/Admin will monitor family engagement data after each activity.

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

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
- Spring Music Concert

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

Notices for all parents will go home in English and Spanish.

Interpreters will be provided for parent teacher conferences and schoolwide parent meetings.

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

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.

2022-2023 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	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Meetings	1.00
G5A1	One-time School	Parent Participation	Direct-Graph			Parent Handbook-Graphics	1,000.00

\$1,001.00

2022-2023 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	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for classroom support/repairs	2,619.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	1,688.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.8700	Employee ID# 1051968 has been offered the position. Morgan Borrer	116,811.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide Supplemental Contracts	1.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	351.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Copy Machine/laptop repairs	1.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.1300	Employee ID# 1051968 has been offered the position. Morgan Borrer	17,455.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes for PLI, MLD, SST, IEP	23,315.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	17,206.00
G1A1	One-time School	Instruction	Nc-Equipment			: Classroom technology: laptops for students	37,691.00
G1A2	One-time School	Instruction	Cons Svc/Oth			PLI - : PLI professional development services	11,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors/ Teacher Supplemental Contracts	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	545.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage	1.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Support Sub	1.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project	1,995.00
G3A3	Sup & Conc	Instruction	Direct Trans			Busses	1.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		51,512.00
G4A1	Sup & Conc	Instruction	Travel			Travel	1.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Meetings	1.00
G5A1	One-time School	Parent Participation	Direct-Graph			Parent Handbook-Graphics	1,000.00

\$330,263.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,374.00
Sup & Conc	7090	\$168,682.00
LCFF: EL	7091	\$20,000.00
One-time School	7099	\$92,207.00
Grand Total		\$330,263.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$275,751.00
G3 - Increase student engagement in their school and community	\$53,510.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,001.00
Grand Total	\$330,263.00