

Robinson Elementary

10621666006456

Principal's Name: Kelley Auston

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kelley Auston', written over a horizontal line.

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

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	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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.

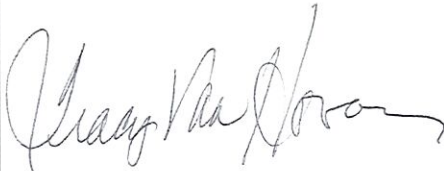
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelley Auston	X				
2. Chairperson - Tracy Van Hoven		X			
3. Laura Gama de Hernandez			X		
4. Grace DeRaadt		X			
5. Kathy Pauls		X			
6. Melanie Verdugo				X	
7. Christopher Cox				X	
8. John Martinez				X	
9. Alexiah Peoples				X	
10. Evangelina Perez				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		3/7/2025
SSC Chairperson	Tracy Van Hoven		3/7/2025

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

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

FY 2025/26

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	\$65,688 *
7090	LCFF Supplemental & Concentration	\$204,906
7091	LCFF for English Learners	\$30,954

TOTAL 2025/26 ON-SITE ALLOCATION	\$301,548
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,904
Program Budget	\$63,784
Total Title I Allocation	\$65,688

ESSA Assistance Status: Not Identified for Assistance

Robinson Elementary 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		55.3 %	2023-2024	56.4 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			47.2 %	2024-2025	49.7 %
i-ReadyELAD2 proficiency - percentage of students on/above			38.1 %	2024-2025	40.2 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth			56.3 %	2024-2025	58.4 %
i-ReadyMath D2 proficiency - percentage of students on/above			27.9 %	2024-2025	30 %
SBAC ELA - Average distance from standard	✓	-22 pts	-37.8 pts	2023-2024	-22.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	39 %	32 %	2023-2024	37 %
SBAC Math - Average distance from standard	✓	-33 pts	-51.6 pts	2023-2024	-36.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.1 %	26.1 %	2023-2024	31.1 %

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

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

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

Problem of Practice (Early Literacy Proficiency)

Based on i-Ready ELA diagnostic results, only **47.22%** of 1st-grade students met **40% or above stretch growth** from Diagnostic 1 (D1) to Diagnostic 2 (D2). This suggests that more than half of the students are not making sufficient progress toward literacy proficiency, indicating a need for targeted instructional support.

Extent of the Problem & Affected Population:

This issue affects 1st-grade students, with particular concern for specific student groups who may be underperforming at an even greater rate. Without effective intervention, students who fail to meet stretch growth benchmarks may struggle with foundational literacy skills, impacting future reading success.

Evidence:

- **Quantitative Data:** i-Ready ELA D1 to D2 results show only **47.22%** of students met 40% or more of their stretch growth target.
- **Quantitative Data:** i-Ready ELA D2 % on grade level by student groups: Hispanic 27.3%, EL 8.33%, African American 35.29%, White 28.57%
- **Qualitative Data:** Teacher observations and formative assessments indicate persistent challenges in phonemic awareness, decoding, and reading fluency among struggling students.

Goal:

Increase the percentage of 1st-grade students meeting **40% or above stretch growth** in i-Ready ELA from **47.22% (2024)** to **70% by June 2030** through strategic interventions, differentiated instruction, and continuous progress monitoring.

Problem of Practice: (Addressing Literacy Gaps in 3rd-8th Grade)

Problem Statement:

Based on SBAC and i-Ready ELA assessments, a significant percentage of **3rd-6th grade students** are performing **below standard** in literacy.

- **SBAC ELA Performance (2023-2024):**
 - **67%** of students scored **below standard** in ELA.
 - **32%** met or exceeded standards (target was 39%).
 - Students are **22 points below standard** on average (current target: -37.8 points).
- **i-Ready ELA Diagnostic 2 (D2, 2024-2025):**
 - **38.1%** of students are on or above grade level in literacy.

These data trends indicate that **a majority of students lack proficiency in essential literacy skills**, affecting their ability to meet grade-level expectations. Without targeted intervention, these gaps may persist, impacting long-term academic success.

Extent of the Problem & Affected Population:

This issue affects **3rd-6th grade students**, with a heightened impact on students **furthest from standard** and those in historically underperforming student groups. Struggles in **reading comprehension, vocabulary acquisition, and written expression** contribute to these challenges, requiring **systematic intervention** to close achievement gaps.

Evidence:

- **SBAC ELA** results indicate that **only 32% of students met/exceeded standard**, falling short of the **39% target**.
- **The average distance from standard is -22 points**, emphasizing the need for accelerated growth.
- **i-Ready ELA D2 results** show **38.1% of students on/above grade level**, indicating a gap between classroom assessments and standardized test performance.

Goal:

Decrease the percentage of **3rd-6th grade students below standard in SBAC ELA** from **67% (2024)** to **30% (2030)** by implementing:

- **Targeted literacy interventions** focusing on comprehension, vocabulary, and writing skills.
- **Data-driven instruction** to address student-specific needs based on assessment trends.
- **Ongoing progress monitoring and differentiated instruction** to ensure students meet and exceed literacy benchmarks.

Problem of Practice: (Increase Math Proficiency in Grades K-6)

Issue Definition: Students, particularly students identified as African American (AA), Hispanic, and English Learners (EL), are underperforming in mathematics, as demonstrated by significant gaps between current performance and district targets.

Evidence of the Problem:

1. **Quantitative Data:**
 - **SBAC Math Scores:**
 - The average distance from the standard for SBAC Math is **-51.6 points** compared to the target of **-33 points**.
 - **Percentage of students meeting/exceeding the standard:** Current percentage is **26.1%**(below the target of 35.1%), indicating a significant gap in performance. The 2023-2024 target for this percentage is **31.1%**
 - **iReady Data:**
 - **Hispanic** students: **26.02%**meeting grade-level expectations.
 - **White** students **23.53%**
 - **African American** students: **26.44%**meeting grade-level expectations.
 - **English Learners:** **10.45%**meeting grade-level expectations, indicating wide variability and significant underperformance.
 - **Foster Youth** **25%**
 - **Schoolwide K-6** **28.1%**on or above grade level.
2. **Qualitative Data:**
 - Teacher reports indicate that students in these targeted groups struggle with conceptual understanding and application of mathematical concepts, particularly in problem-solving and critical thinking tasks.
 - Classroom observations reveal that students are often disengaged during math lessons, which may be exacerbated by limited differentiation and language barriers for EL students.

Extent of the Problem:

- The extent of the problem is widespread, with a noticeable disparity in the performance of SWD, AA, SED, Hispanic, and EL students in mathematics, as seen in both SBAC and iReady data.
- This underperformance is affecting students' academic growth and their preparedness for future success in higher grades.

Goal: By June 2025, increase the percentage of K-6 students meeting or exceeding grade-level expectations in mathematics from 28.1% to 38%, with a focus on reducing achievement gaps for African American, Hispanic, and English Learner students. Specifically, improve English Learners' proficiency from 10.45% to 20% and ensure at least a 10% increase for African American and Hispanic students, as measured by iReady and SBAC assessments. This will be achieved through targeted interventions, differentiated instruction, and strategies that promote conceptual understanding and engagement in math.

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

Early Literacy Proficiency:

1 Instructional Factors

- Lack of differentiated instruction for struggling readers
- Inconsistent use of phonics-based interventions
- Limited small-group instruction targeting specific literacy skills

2 Student Factors

- Variability in foundational literacy skills upon entering 1st grade
- Limited phonemic awareness and decoding skills
- High percentage of English Learners (EL: 8.33% on grade level) struggling with language acquisition

3 Curriculum & Assessment Factors

- Misalignment between classroom instruction and i-Ready literacy expectations
- Lack of targeted interventions for subgroups performing below grade level (Hispanic: 27.3%, African American: 35.29%, White: 28.57%)

4 School & Systemic Factors

- Limited intervention resources (inconsistent support from ELF)
- Large class sizes reducing individualized attention

Addressing Literacy Gaps in 3rd-6th Grade

1 Instructional Factors

- Limited **small-group interventions** for struggling readers.
- Lack of **differentiated instruction** to meet individual learning needs.
- Inconsistent **writing instruction utilizing Write Tools** across grade levels.
- Gaps in **phonics, comprehension strategies, and academic vocabulary development**.

2 Student Factors

- Low **student engagement and motivation** in literacy.
- Limited **reading stamina** affects comprehension.
- **English Learners (ELs)** struggle with academic language.
- Persistent **achievement gaps** in key subgroups (Hispanic: 38%, EL: 25%, African American: 37.93%).

3 Curriculum & Assessment Factors

- **Misalignment** between i-Ready and SBAC literacy expectations.
- Lack of **targeted intervention strategies** based on real-time data.
- **Limited use of formative assessments** to adjust instruction.
- Need for **culturally responsive texts** to engage diverse learners.

4 School & Systemic Factors

- Large **class sizes** reduce individual reading support in 6th grade.
- **Limited intervention resources** and staffing.
- Inconsistent **implementation of data-driven instruction**.

Addressing Math Proficiency in Grades K-6

1 Curriculum/Instruction

- Lack of resources to support differentiated instruction to meet the needs of diverse learners.
- More focus needed on building conceptual understanding for identified focus groups.
- Curriculum does not adequately support English Learners (ELs).

2 Student Engagement

- Low student engagement and lack of motivation in math lessons.
- Students feeling disconnected or disengaged due to language barriers.

3 Teacher Preparation and Professional Development

- Teachers need additional supports to support diverse learners in mathematics.
- Supports needed in effective ways to use technology to support math instruction.

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

Early Literacy Proficiency:

- Fully Implement **structured phonics programs** (Heggerty and Orton-Gillingham) for systematic literacy instruction.
- Provide **ongoing professional development** for teachers and classroom support in data-driven literacy instruction and small-group interventions.
- Utilize **adaptive learning technology** (Lexia, i-Ready personalized instruction) for individualized literacy support.
- Reduce **student-teacher ratio** in literacy intervention groups to improve individualized support.
- Offer **targeted interventions** for EL students (explicit vocabulary instruction, sentence frames, visual supports).

Addressing Literacy Gaps in 3rd-8th Grade

- Implement **structured small-group interventions** targeting phonics, fluency, and comprehension.
- Provide **teacher training** on differentiated instruction and **explicit writing strategies**.
- Use **evidence-based reading programs (Magnetic Reading)** to strengthen foundational skills.
- Develop **academic language scaffolds** for EL students (visual aids, sentence starters, vocabulary pre-teaching).
- Provide **translated Math and ELA assignments** to support New-Comers
- Align **i-Ready instruction with SBAC literacy standards** for consistency.
- Implement **frequent progress monitoring** to track intervention effectiveness.
- Reduce **student-teacher ratios in literacy intervention groups**.
- Provide **ongoing professional development** on **data-driven literacy instruction**.

Addressing Math Proficiency in Grades K-6

- Implement differentiated math instruction using various strategies (e.g., scaffolding, visual aids, manipulatives, and small group instruction).
- Shift focus from rote memorization to deeper conceptual learning with a focus on problem-solving and critical thinking.
- Provide math instruction with language support (e.g., visual aids, vocabulary lists, collaborative group work) tailored for EL students.
- Incorporate hands-on, interactive activities that appeal to diverse learning styles, such as project-based learning, games, and real-world problem-solving scenarios.
- Provide ongoing professional development in differentiated instruction, culturally responsive teaching, and specific strategies for supporting AA, Hispanic, and EL students.
- Offer training in using math-specific software, digital platforms, and resources like iReady to supplement learning and provide personalized support.
- Ensure all classrooms have access to necessary materials and technology.
- Utilize Teaching Fellows to reduce student to adult ratio during classroom intervention or rotations.

Section B: Investigation

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

Action 1: Action 1: English Language Arts

Partially Implemented

- The actions were **partially implemented** due to not being able to acquire consistent Teaching Fellows in 1st grade until January when ELF support came in, and in grades 2nd-5th, Teaching Fellows positions were not filled with quality support.
- Full implementation of structured phonics programs (Heggerty and Orton-Gillingham) were only **partially implemented** as staff was not fully trained until January.

Action 2: Action 2: Math

Partially Implemented

- Differentiated Math Intervention was **partially implemented** as first semester focus was on ELA in all grade levels.
- Utilization of Teaching Fellows for math intervention was **partially implemented** as they were used in some classrooms starting in January based on iReady data.
- Increased use of classroom resources (manipulatives, visual aids, technology) was **partially implemented** as it wasn't readily available in all classrooms.

Action 3: Action 3: EL Re-designation

Partially Implemented

- Translation supports were **Partially Implemented** when available through Home School Liaison, Google Translate, curriculum translation supports in SWUN, Wonders, iReady My Path Lessons in Math, and Magnetic Reader.
- Lexia was **Not Implemented** as EL students did not have access through Clever as in previous years to build their English Language understanding and to support classroom instruction.

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

Action 1: Action 1: English Language Arts

Partially Effective

- i-Ready diagnostic assessments provided useful data to track student progress and adjust instruction. (Effective)
- Small-group intervention models were partially implemented, but not consistently across all classrooms. (Partially)
- Professional development sessions were available, but teacher implementation of PD was varied. (Partially)
- Small-group interventions were not implemented consistently across classrooms, reducing the potential impact. (Partially)
- Disparities in subgroup performance suggest that interventions were not equitably reaching all students. (Partially)
- Writing instruction was not embedded consistently in ELA and content areas. (Partially)
- Students struggled with text-based analysis on SBAC, suggesting a lack of focus on writing skills. (Partially)
- Existing resources were underutilized, and teachers lacked training in writing instruction. (Ineffective last year)

Action 2: Action 2: Math

Partially Effective

- While some progress was made through differentiated instruction, it wasn't fully implemented across all grade levels or classrooms, leading to inconsistency in its impact. However, teachers who did implement differentiation strategies saw small but notable growth in student engagement and understanding of core math concepts, especially in small groups. (Partially Effective)
- Teaching Fellows were not consistently used for Math Intervention in all grade levels, if at all, based on availability, training, and data. (Partially Effective)
- Additional classroom resources such as math manipulatives and technology helped some students visualize math concepts, particularly in K-3, however, resources were not universally used by all teachers in 4-6. (Partially Effective)

Action 3: Action 3: EL Re-designation

Partially Effective

- Phonemic awareness and vocabulary development were areas of struggle for many students, particularly ELs. (Partially)
- Bilingual support and EL resources were in place, but not fully leveraged for targeted intervention. (Partially)
- English Learners (ELs) had the lowest proficiency rate (8.33%), indicating a need for more targeted language development strategies. (Partially)

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

- Provide structured training and increase teacher accountability for intervention implementation for both ELA and Math.
- Continue data-driven instruction and expand teacher capacity to analyze and act on assessment data.
- Strengthen implementation fidelity, expand teacher PD, and improve literacy integration across subjects.
- Utilize Academic coach to provide professional learning opportunities for Teaching Fellows to enhance classroom participation and understanding of curriculum expectations.

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

SSC: • Continue purchasing as many laptops as possible to replenish classroom carts.	ELAC: Approved as written.	Staff: • 4 Teaching Fellows, if possible • SWJN/ Magnetic Reading as supplemental • Laptops
---	--	--

Action 1 :

Action 1: English Language Arts

Action Details:

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 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, CAASPP, BPST, ESGI, teacher input, and student grades.

Robinson will increase the percentage of 1st-grade students meeting **40% or above stretch growth** in i-Ready ELA from **47.22%(2024)** to **70% by June 2030** through strategic interventions, differentiated instruction, and continuous progress monitoring.

Robinson will decrease the percentage of **3rd-6th grade students below standard in SBAC ELA** from **67%(2024)** to **30%(2030)** by implementing targeted literacy interventions, data-driven instruction, and ongoing progress monitoring and differentiated instruction.

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

- 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.
- Increase the use and availability of technology to support digital literacy for students in alignment with the State Standards for Technology.
- 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.
- Classroom instruction will be formulated using the FUSD-adopted curriculum and grade-level standards.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Classroom teachers will provide Designated and Integrated ELD instruction for EL students.
- 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.
- 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.
- 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.
- 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.
- Tier 3 support: students not meeting grade-level standards will be referred to the Student Study Team for additional support.
- Students in grades K– 6 scoring significantly below grade level will be evaluated through SST after implementing all other interventions.
- 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.
- Student organization through the purchase of agendas and appropriate materials and supplies.
- Provide sensory tools to support behavior and attention to learning.
- 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.
- Tier 2 Specialist: Students are referred through teachers and administrators in collaboration, through TST process, for students needing extra social-emotional or behavioral support.

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

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

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

- English Learner student population was performing at the lowest level in areas of ELA at 12.5% (22-23) meeting standards. English Learners have improved to 25% meeting standards (23-24) and students who have been redesignated were 67% meeting standards. English Learners fall under the following student groups: SWD, SED, White, Hispanic, African American, Asian, 2 or more.

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.

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

- 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 instruction/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.

Student Groups

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

Students with Disabilities (SWD):

Hispanic Students:

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.

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

Students with Disabilities (SWD):

Hispanic Students:

Support Hispanic Students and those with Disabilities through RTI, after-school tutoring, SST as necessary, and through the purchase of technology to support students with extra practice on grade-level material.

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

Students with Disabilities (SWD):

Hispanic Students:

- 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.
- 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

Foster Youth (FY):

- Counseling services will be offered for students from All 4 Youth or a Clinical Social Worker through Project Access.

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2.B in the short term.

Outcomes monitored by Principal, VP, and teachers.

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

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

SBAC Results: decrease the percentage of 3rd-6th grade students below standard in SBAC ELA from 67% (2024) to 50% (2026)

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

Action 2 :

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 and SWJN 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, CAASPP, and math fluency exercises aligned to grade-level standards.

By June 2025, increase the percentage of K-6 students meeting or exceeding grade-level expectations in mathematics from 28.1% to 38%, with a focus on reducing achievement gaps for African American, Hispanic, and English

Learner students. Specifically, improve English Learners' proficiency from 10.45% to 20% and ensure at least a 10% increase for African American and Hispanic students, as measured by iReady and SBAC assessments. This will be achieved through targeted interventions, differentiated instruction, and strategies that promote conceptual understanding and engagement in math.

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

- 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.
- Increase the use and availability of technology to support digital literacy for students in alignment with the State Standards for technology.
- As funds are available, purchase support materials such as software/online subscriptions and supplemental math materials to improve math performance.
- 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.
- 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).
- 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 or after school. (Priority given to African American students.)
- Tier 3 support: students not meeting grade-level standards will be referred to the Student Study Team for additional support.
- 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.
- Student organization through the purchase of appropriate materials and supplies.
- Sensory tools to support behavior and attention to learning
- 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.
- Tier 2 Specialist: 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, through TST process, for students needing extra social-emotional or behavioral support.

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

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

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

- All student groups are in the orange, with the English Learner student population performing at 12.5%, meeting standards in math. English Learners fall under the following sub-groups: SWD, SED, White, Hispanic, African American, Asian, 2 or more.

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.
- 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.

Student Groups

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

Students with Disabilities (SWD):

Hispanic:

- 4 Teaching Fellows and paraprofessionals will be utilized during the Math block to provide targeted instruction on specific areas of student need. These students have priority for after-school support.

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

Students with Disabilities (SWD):

Hispanic:

- Support Hispanic students and those with Disabilities through RTI, after-school tutoring, SST as necessary, and through the purchase of technology to support students with extra practice on grade level material.

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

Students with Disabilities (SWD):

Hispanic:

- 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.
- 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 math based on CFAs, iReady, and/or BPST assessment results with Tier 2 support.
- Students will receive intervention based on their assessed needs utilizing Math iReady Assessment, Math grades, and common grade-level formative assessment

Foster Youth (FY):

- Counseling services will be offered for students from All 4 Youth or Clinical Social Worker through Project Access.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2.B in the short term. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District benchmark, iReadyDiagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReadyPersonalized Learning Lessons. 65% of students meeting their stretch growth will increase by20% comparing last year's iReady scores to this year's. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: decrease the percentage of 3rd-6th grade students below standard in SBAC Math from 73.9% (2024) to 67% (2025). Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

Action 3 :

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.

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

- Teachers will provide designated English Language Development for 30 minutes a day for all English Language Learners during RTI time.
- 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 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.

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

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

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

- English Learner student population was performing at the lowest level in areas of ELA at 12.5% (22-23) meeting standards. English Learners have improved to 25% meeting standards (23-24) and students who have been redesignated were 67% meeting standards. English Learners fall under the following student groups: SWD, SED, White, Hispanic, African American, Asian, 2 or more.

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 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.

Student Groups

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

Hispanic (HI), Long Term English Learner (LTEL), English Learner (EL):

- 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.
- Purchase Multicultural Literature for classrooms and library that can enhance student experiences.

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

Hispanic (HI), Long Term English Learner (LTEL), English Learner (EL):

- 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.

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

Hispanic (HI), Long Term English Learner (LTEL), English Learner (EL):

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of IPG 2.B in the short term. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's iReadyscores to this year's. Teachers will monitor redesignated students quarterly and use this data to goal setting with students. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: Decrease the percentage of 3rd-6th grade students below standard in SBAC ELA from 67% (2024) to 50% (2025). ELPAC Results: Increase the percentage of students testing at proficient from 7.94% (2024) to 14% (2025) Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

2025-2026 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 FOOD OR INCENTIVES*	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Student laptops	4,549.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows-Intervention (3.5 hours per day)	56,171.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for Training/SST/IEP/Planning/Data Chats	28,624.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Afterschool supplemental tutoring contracts	14,712.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Positivity Project, Supplemental curriculum	23,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies, Supplemental Curriculum and digital licenses for online programs, Assemblies, Positive Recognition, Goal 2, supplemental curriculum and digital licenses	69,577.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Repair/replace teacher and student laptops, printers, headphones, and other large items	58,681.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance/Repair- Copy machines, laptops	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	6,131.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Books, Supplemental Materials, Digital Licenses	7,753.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	15,000.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ovr			Translators for conferences	2,070.00

\$290,768.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	83.9 %	2024-2025	85 %

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

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

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

Based on current data, only 43% of students in Fresno Unified are graduating high school ready for college and careers, far below the goal of 75% by 2030. In 3rd–6th grade at Robinson, most students (83.9%) say they have real-world, student-centered learning experiences, but these experiences aren’t fully helping them build the skills they need for future success.

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

- 1. Inconsistent use of project-based and real-world learning activities that develop critical thinking and problem-solving.
- 2. Limited opportunities for students to explore interests through student-centered activities (e.g., clubs, leadership roles, community projects).
- 3. Families may not be fully aware of how elementary education supports long-term college and career readiness.

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

- 1. Teachers need more support to effectively integrate student-centered, real-world learning into daily instruction. Training on project-based learning (PBL) and how to connect lessons to college and career readiness skills will improve student outcomes.
- 2. Students in 3rd–6th grade reported limited hands-on experiences like field trips, guest speakers, and project-based learning. Expanding these opportunities can help bridge the gap between classroom learning and college/career readiness skills.

3. Many families are unaware of how elementary school activities connect to long-term college and career readiness. Hosting informational meetings and workshops can help families better support their children's learning.

Section B: Investigation

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

Action 1: Action 1: Career Opportunities

Partially Implemented

- RCA position was not filled after the employee took on another job in August. (Not implemented)
- While student-centered and real-world learning experiences were introduced in classrooms and provided for students in grades 2nd-6th, opportunities such as field trips, guest speakers, and hands-on projects were limited to one opportunity per grade level. (Partially Implemented)
- After-school enrichment programs were not successfully launched, student participation in STEM clubs, arts programs, and leadership activities were limited due to no staff volunteers. Students enrolled in After School Program, however, were involved in multiple activities and experiences. (Partially Implemented)

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

Action 1: Action 1: Career Opportunities

Partially Effective

- RCA position was not filled so students did not receive Tier 2 supports as outlined. (Ineffective)
- Student-centered and real-world learning experiences were provided for students in grades 2-6. (Effective)
- After-school clubs and enrichment programs were provided for After School Program students only. (Partially Effective)

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

1. Increase the number of field trips and guest speaker events by allocating more funds and developing partnerships with local businesses and community organizations.
2. Implement a structured family engagement plan, including regular workshops, virtual events, and newsletters focused on college and career readiness. Utilize the Community Schools Coordinator to coordinate outreach.
3. Expand enrichment offerings to include clubs, music programs, and student-led initiatives. Increase promotion to boost participation.
4. Develop a mentorship program pairing upper-grade students with younger peers and create more student leadership roles (e.g., student council, event planning committees).

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

SSC:	ELAC:	Staff:
Approved as written	Approved as written	Approved as written

Action 1 :

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.

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

- 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.

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

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

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

EL Students At Robinson	65
Redesignated	3
On Track	19
Long Term (LTEL)	8
At Risk	21
EL Students with IEP	10

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?

- 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 and utilize SummitK12 when available.
- Coffee Hour, Parent University, and ELAC meetings will dedicate time and resources to supporting parents of EL students.

Student Groups

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

Hispanic (HI), African American (AA):

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

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

Hispanic (HI), African American (AA):

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.

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

Hispanic (HI), African American (AA):

Attention will be placed on ensuring al students attend Goal 2 activities. Tier 2 Specialist 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 90% of classroom observations will show implementation of IPG 1: Culture of Learning, in the short term. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students will exhibit improved understanding of the skills and competencies needed for workplace success. By year-end, at least 80% of students in grades 3-6 will be able to identify three careers that require a college degree and three that can be pursued directly after high school. Outcomes will be regularly monitored by teachers, grade-level PLCs, and administration. Ongoing professional development will support staff in analyzing data and implementing targeted interventions.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Survey Results: Students answering the question: <i>My school prepares me for real-world experiences</i> will improve from 82% (Fall 2024) to 87% (Fall 2025) Outcomes monitored by Principal, VP, and teachers.

2025-2026 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	Direct Trans			Transportation for Fieldtrips	1,000.00

\$1,000.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		35.6 %	2023-2024	35 %
Chronic Absenteeism - (Hispanic)	✓		38.3 %	2023-2024	37.7 %
Chronic Absenteeism - (White)	✓		43.1 %	2023-2024	42.5 %
Suspension Rate	✓	1.5 %	3.7 %	2023-2024	3.2 %
Suspension Rate - (African American)	✓		7.1 %	2023-2024	6.77 %
Suspension Rate - (Two or More Races)	✓		6.7 %	2023-2024	6.37 %
Suspension Rate - (White)	✓		7.5 %	2023-2024	7.17 %

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

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

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

At Robinson Elementary School, 35.6% of students are identified as chronically absent, meaning they miss 10 or more days of the school year. This high rate of absenteeism negatively impacts student achievement, engagement, and overall school performance.

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

- Perception that attendance is not important, especially in TK and Kindergarten.
- Vision problems that make school difficult.
- Lack of proper clothing, hygiene products, or school supplies leading to embarrassment.
- Suspensions affect attendance.

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

During all parent meetings as well as monthly on Parent Square, information will be shared with parents about attendance and the importance of being at school every day on time. Grade levels with improvement will be posted on the school marquis.

Robinson began a partnership with See to Succeed to provide glasses for students who needed them during the 24-25 school year. We will continue in 25-26.

Robinson is building a clothes closet on campus for students who need clothes. It will be fully operational in the 25-26 school year. It will also store backpacks and other supplies for school and toiletries for students needing hygiene support.

The Tier 2 Specialist will continue to support struggling students to reduce suspensions.

Section B: Investigation

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

Action 1: Action 1: Attendance	Fully Implemented
1st qtr. weekly incentives were given out to support attendance. Each class has an incentive chart. When the class spells our "Attendance" (for each day of perfect attendance). These were fully implemented and improved the chronic attendance rate.	
Action 2: Action 2: Suspensions	Partially Implemented
All teachers have not consistently done Second Step and Positivity Project. This kept some students from gaining the tools to manage emotions.	
The twice a year behavior assemblies were implemented for reviewing expectations so students know the rules and how to be successful.	
We cut the RCA position but now have a tier 2 specialist who works to teach replacement behaviors and strategies.	
Action 3: Action 3: Engagement	Fully Implemented
Robinson added more opportunities for parent engagement. Our Community Schools Coordinator Added monthly events such as movie night, a family dance, and donuts with grownups to make Robinson an enjoyable place for families.	
Students are engaged in many activities at Robinson such as Student Council, sports, After School Program, etc.	

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

Action 1: Action 1: Attendance	Partially Effective
1st qtr. weekly incentives were given out to support attendance. Each class has an incentive chart. When the class spells our "Attendance" (for each day of perfect attendance). These were fully implemented and improved the chronic attendance rate but not ADA	
Action 2: Action 2: Suspensions	Partially Effective
All teachers have not consistently done Second Step and Positivity Project. This kept some students from gaining the tools to manage emotions and was not fully effective. The twice a year behavior assemblies were implemented for reviewing expectations so students know the rules and how to be successful. We cut the RCA position but now have a Tier 2 Specialist who works to teach replacement behaviors and strategies. The Tier 2 Specialist has been effective in reducing behaviors.	
Action 3: Action 3: Engagement	Effective
Robinson added more opportunities for parent engagement. Our Community Schools Coordinator Added monthly events such as movie night, a family dance, and donuts with grownups to make Robinson an enjoyable place for families. These events have been effective in making sure parents feel welcome and we have seen an increase in parent volunteers. Students are engaged in many activities at Robinson such as Student Council, sports, After School Program, etc. This has been effective as we have no students on a waiting list for ASP.	

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

Robinson will continue to utilize resources as a community school to build and improve relationships with our families and students. These relationships will improve attendance as students feel a connectedness. Reducing suspensions will also improve attendance.

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

SSC:	ELAC:	Staff:
Continue to purchase laptops for classrooms.	Approved as written.	- Student incentives for behavior and effort - Assemblies - Positivity Project

- Laptops for classrooms

Action 1 :

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 Tier 2 Specialist support, resulting in increased attendance. Provide attendance incentives, reward assemblies, attendance certificates, attendance rallies and other opportunities as funds are available.

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

- Classroom teachers, Office Assistants, HSL, Community School Coordinator 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, Community School Coordinator 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" and Roadrunner Tickets can be given to any student by any adult when witnessed doing something kind or for showing good character.
- 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: Tier-2 Specialist to provide social-emotional support for students.
- Students referred to the Student Success Team or TST 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

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

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

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.

Student Groups

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

- African American (AA):** 32.79% (Chronically Absent/2025)
- Hispanic (HI):** 34.33% (Chronically Absent/2025)
- Students with Disabilities (SWD):** 37.62% (Chronically Absent/2025)
- White:** 7.5% (Chronically Absent/2025)
- Attendance will be discussed weekly in the Robinson Parent newsletter.
 - Parent Coffee hours will consistently have a component about attendance.
 - Students with perfect attendance will receive a special certificate at the award ceremony.

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

- African American (AA):**
- Hispanic (HI):**
- Students with Disabilities (SWD):**
- White:**
- 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.

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

- African American (AA):**
- Hispanic (HI):**
- Students with Disabilities (SWD):**
- White:**
- 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 al 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by... • Conducting professional development for teachers and staff on culturally responsive engagement strategies and inclusive classroom practices. • Implementing relationship-building strategies, such as daily check-ins and mentorship programs, to foster a sense of belonging. • Utilizing data-driven attendance tracking to identify patterns and intervene early with at-risk students. Outcomes measured by... • Professional development attendance and pre/post surveys assessing staff knowledge of culturally responsive practices. • Walkthrough data focused on engagement strategies and inclusive practices (70% of observed classrooms demonstrating at least one strategy). • Attendance data showing an increase in daily attendance rates among target student groups within the short term. Outcomes monitored by... • Principal, VP, teachers, HSL, Community School Coordinator	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors by... • Implementing targeted attendance interventions, such as personalized outreach and family engagement efforts. • Strengthening student-teacher relationships through mentoring, advisory periods, and culturally inclusive classroom practices. • Utilizing academic support programs, such as tutoring and intervention groups, to address learning gaps that contribute to absenteeism. • Reinforcing positive attendance habits through incentives, recognition programs, and peer accountability structures. Outcomes measured by... • Reduction in chronic absenteeism rates among target student groups by at least 15% compared to the previous school year. • Improved student participation in classroom activities, as evidenced by teacher observations and engagement rubrics. • Growth in student academic performance, measured by district benchmarks, iReady Diagnostic assessments, and SBAC assessments. Outcomes monitored by... • Teachers, grade-level PLCs, HSL, Principal, VP, and Community School Coordinator	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Ultimately achieve these impacts by... • Establishing a school culture where daily attendance is the norm and valued by students, families, and staff. • Closing achievement gaps by ensuring consistent access to high-quality instruction and academic interventions. • Strengthening family-school partnerships to support student engagement and long-term academic progress. • Creating equitable systems that address barriers to attendance and learning, leading to increased opportunities for future success. Outcomes measured by... • Chronic absenteeism rates decreasing by at least 25% over three years. • Increased percentage of students meeting or exceeding standards on SBAC assessments. Outcomes monitored by... Principal, VP, teachers, district leadership, HSL, Community School Coordinator and student support teams.

Action 2 :

Action 2: Suspensions

Action Details:

Robinson Elementary will continue implementing a proactive, restorative approach to student behavior to sustain and further reduce suspension rates. Through Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) programs, staff will reinforce positive behaviors and provide targeted support to students in need.

Professional Learning Communities (PLCs) will analyze behavior data regularly to identify trends, implement timely interventions, and ensure consistent application of restorative practices. Ongoing professional development will equip teachers with de-escalation strategies and trauma-informed practices to address student needs proactively. By fostering a supportive school culture, Robinson Elementary aims to maintain a low suspension rate while ensuring a safe

and inclusive learning environment.

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

- 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, and line procedures.
- 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: Tier 2 specialist to provide more 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 Tier 2 Specialist, discipline referrals, Behavior Support Plan (BSP), implementation of behavioral interventions, and/or referral to SST or TST
- 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.

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

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

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

- English Learner student population was performing at the lowest level in areas of ELA at 12.5% (22-23) meeting standards. English Learners have improved to 25% meeting standards (23-24) and students who have been redesignated were 67% meeting standards. English Learners fall under the following student groups: SWD, SED, White, Hispanic, African American, Asian, 2 or more.

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 using the tier 2 specialist 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.

Student Groups

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

White (WH):

African American (AA):

Two or More Races:

Support African American and White students by funding parent meetings that promote parent involvement on the Robinson Campus.

Books promoting diversity will be purchased for the library and classrooms.

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

White (WH):

African American (AA):

Two or More Races:

- Support African American and White students by holding Community Coffee 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.?

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

White (WH):

African American (AA):

Two or More Races:

- 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 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 Tier 3 academic and behavior interventions.
- Tier 2 Specialist will work with targeted students individually or in small groups to teach coping strategies, team work strategies, etc.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of African American and White students.

Progress Monitoring: Outcomes

Reasoning for using this action			☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see			
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.			
• Restorative Practices Training: 100% of teachers and staff will complete professional development on restorative practices and de-escalation strategies by the end of the semester. <i>Outcomes measured by training completion records and staff self-assessments. Outcomes monitored by administration and PBIS team.</i> • Behavior Data Analysis in PLCs: PLCs will review and analyze behavior incident data bi-weekly to identify trends and adjust interventions accordingly. <i>Outcomes measured by PLC meeting notes and action plans. Outcomes monitored by Principal, VP, and grade-level leads.</i> • Classroom Walkthroughs for Behavior Strategies: 80% of classroom walkthroughs will show evidence of proactive behavior strategies, such as PBIS expectations and SEL integration, within the first quarter. <i>Outcomes measured by walkthrough data and observation feedback. Outcomes monitored by administration and instructional coaches.</i> • Student SEL Engagement: At least 75% of students will demonstrate an understanding of SEL competencies (self-regulation, conflict resolution, and empathy) as measured by student reflections, teacher surveys, and SEL lesson participation by mid-year. <i>Outcomes measured by student surveys and teacher feedback forms. Outcomes monitored by counselors and SEL team</i>	• Reduction in Behavior Incidents: Office discipline referrals will decrease by 30% compared to the previous year as students demonstrate improved conflict resolution and self-regulation skills. <i>Outcomes measured by behavior incident reports and referral data. Outcomes are monitored by the administration, the TST team, and grade-level PLCs.</i> • Increased Use of Restorative Practices: 85% of behavior incidents will be resolved through restorative conversations, peer mediation, or alternative interventions rather than suspensions. <i>Outcomes measured by restorative practice implementation logs and teacher reports. Outcomes monitored by administrators, psychologist, and Tier 2 Specialist.</i> • Consistent Implementation of PBIS Strategies: 90% of teachers will consistently implement PBIS strategies and teach Second Step/Positivity Project, as evidenced by classroom walkthroughs and self-reported fidelity checklists. <i>Outcomes measured by walkthrough observation data. Outcomes monitored by TST team and admin.</i> • Improved Student SEL Competencies: At least 70% of students will demonstrate growth in SEL skills (self-awareness, responsible decision-making, and emotional regulation), as measured by student SEL surveys and teacher assessments. <i>Outcomes measured by pre- and post-surveys, SEL lesson participation, and teacher observations. Outcomes monitored by TST team, teachers, and admin.</i>	By June 2026, Robinson Elementary will maintain a suspension rate at or below 0.5% and achieve a 50% reduction in overall behavior incidents compared to the previous year, fostering a safer and more inclusive school environment. Students will demonstrate improved self-regulation and conflict resolution skills, leading to increased instructional time and academic engagement. <i>Outcomes measured by year-end suspension data, behavior reports, and student climate survey results. Outcomes monitored by Principal, TST team, and teachers.</i>			

Action 3 :

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.

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

- 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.
- Weekly class meetings for 30 minutes, Online Second Step, and Daily Positivity Project lessons
- Clubs to focus on leadership and services to others, such as the Student Council, Peach Blossom, Student Leadership, Men's Alliance, etc.
- 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
- District offered Winter and Summer Camps will be promoted and encouraged for all students to engage in.
- 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.

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

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

- English Learner student population was performing at the lowest level in areas of ELA at 12.5% (22-23) meeting standards. English Learners have improved to 25% meeting standards (23-24), and students who have been redesignated were 67% meeting standards. English Learners fall under the following student groups: SWD, SED, White, Hispanic, African American, Asian, 2 or more.

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 shown 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 into this category and get them involved. After each activity, we will collect data on the participation rate.
- Utilize the Positivity Project to support character development.
- Coffee Hour, Engagement Hour, Parent University, ELAC meetings, and English classes will dedicate time and resources to supporting parents of EL students.

Student Groups

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

Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- 4 Teaching Fellows to support classroom intervention and deployment for ELA or Math.
- Technology supports such as Reflex/Flaxmath to promote math fluency

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

Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- Swun Math curriculum for Grades 1-6
- Magnetic Reading as an intervention for phonics and reading comprehension.
- These programs will promote grade-level proficiency, enabling students to earn grades that allow engagement in sports, the arts, activities, etc.
- Technology supports such as classroom laptops, headphones, etc. to promote computer literacy

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

Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- Students will be encouraged to join after-school clubs to foster a connection to school.
- During special events, we will 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.
- Community Coffee and Parent University meetings will dedicate time and resources to supporting all student groups.
- The Community School Coordinator will organize monthly family events and school activities/ assemblies, etc., to engage student success and learning.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased Student Participation in Arts & Activities: Robinson Elementary will launch at least three new extracurricular programs (e.g., visual arts, drama, music, or STEMclubs) by the end of the first semester to expand student engagement opportunities. • <i>Outcomes measured by program enrollment and participation rates.</i> • <i>Outcomes are monitored by the club sponsor teacher or classified employee and administration.</i> • Athletics Participation Growth: The school will introduce at least two new intramurals during lunch to encourage student participation in athletics. • The school will offer after-school sports every quarter for boys/girls/co-ed teams. • <i>Outcomes measured by student sign-ups and participation logs.</i> • <i>Outcomes are monitored by the athletic coaches, Community School Coordinator, and teachers.</i>	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Sustained Student Engagement in Arts & Activities: At least 75% of participating students will remain engaged in extracurricular activities through mid-year, demonstrating increased commitment and school connectedness. • <i>Outcomes are measured by attendance logs and student surveys.</i> • <i>Outcomes are monitored by the club sponsor teacher or classified employee, administration, and Community School Coordinator.</i> • Improved Student Connection to School: 80% of students involved in arts, activities, and athletics will report feeling more connected to school, as measured by student engagement surveys. • <i>Outcomes are measured by student surveys and teacher observations.</i> • <i>Outcomes are monitored by administration and student support teams.</i>	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • By June 2026, Robinson Elementary will achieve a 30% increase in overall student participation in arts, activities, and athletics, contributing to higher student engagement and improved school culture. • <i>Outcomes are measured by participation data and student engagement surveys.</i> • <i>Outcomes are monitored by the Principal, Community School Coordinator, and school leadership team.</i>

2025-2026 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 Mileage			Home School Liaison- Local Mileage	500.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub	1,194.00
G3A3	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplemental contracts	2,618.00

\$4,312.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96 %	92.8 %	2024-2025	94 %

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

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

At Robinson, there is a disparity in how classified staff and certificated staff experience inclusion, recognition, and appreciation. While certificated staff often receive greater visibility, professional development opportunities, and formal recognition, classified staff may feel overlooked, undervalued, and disconnected from decision-making processes. This was measured by survey data collected by the climate and culture team.

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

- 1. Classified staff is not utilizing email to receive school updates.
- 2. There are more opportunities for certificated staff to receive on-campus professional development.
- 3. Formal recognition is apart of the certificated staff meetings but has not been a part of classified.

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

Monthly staff meetings will occur for classified staff to improve communication and provide opportunities for recognition.
Classified staff will check email minimally once a day.
Classified staff will brainstorm a list of desired professional development and site admin will plan for one quarterly.

Section B: Investigation

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

Action 1: Recruiting and retaining staff to provide Caring Adult

Partially Implemented

- Robinson Elementary School is a place where people want to work. This action is **Fully Implemented** to meet the desired student outcomes. (Only one teacher transfer in the last 5 years.)
- The Robinson staff will become an essential part of the community. This action is **Partially Implemented** as we have just become a community school and staff is learning ways they can participate and build relationships with the Robinson community.
- Engagement with the community will create a school where students feel appreciated. This was measured by the student survey on caring adults. This action is **partially Implemented** as there were 26 students who disagreed with the statement on caring adults.

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

Action 1: Recruiting and retaining staff to provide Caring Adult

Partially Effective

- Robinson Elementary School is a place where people want to work. This action is **Effective** to meet the desired student outcomes. (Only one teacher transfer in the last 5 years.)
- The Robinson staff will become an essential part of the community. This action is **Effective** as we have become a community school and the staff is learning ways they can participate and build relationships with the Robinson community.
- Engagement with the community will create a school where students feel appreciated. This was measured by the student survey on caring adults. This action is **partially effective** as there were 26 students who disagreed with the statement on caring adults.

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

We will continue with the current actions as well as work to improve classified staff connectedness. This will provide more adults on campus who are visible and engaged to make all students feel cared about.

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

SSC:

- Continue purchasing laptops for classrooms.

ELAC:

- Approved as written.

Staff:

- 4 Teaching Fellows

- Laptops
- SWUN/Magnetic
- Reflex/Frax
- Positivity Project
- Tutoring Contracts

Action 1 :

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.

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

- Student Academics: Wonders, Go-Math, Champs, Cultural Proficiency, Positivity Project, Math Lesson Design and Swun (1st- 6th Grade), Magnetic Reading, OG, and Heggerty
- Student Centered and Real-World Learning: After-school tutoring, clubs, athletics, field trips, assemblies
- Student Engagement: Positive rewards and relationship-building activities.

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

- Staff will be provided professional development for relationship building, CHAMPS, behavior management strategies, Positivity Project, Second Step, 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.

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- 4 Teaching Fellows to support with classroom instruction and deployment of Math or Reading
- Technology supports such as classroom laptops, headphones, and computer licenses

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- Magnetic Reading Program, SWUN Math resources, OG/ Heggerty materials and supplies
- Technology support such as classroom laptops, headphones, computer licenses, repair, etc.
- Positivity Project- 24 Character development
- Training for teachers in academic or behavioral interventions as needed
- Subs for SST or IEP Days/ Planning Days/ Data Chats with administration

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- Staff (Classified and Certificated) will be provided professional development for relationship building. (CHAMPS, behavior management strategies, Positivity Project, Second Step, and cultural proficiency)
- All 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.
- Community Coffee and Parent University meetings will dedicate time and resources to supporting the parents.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Staff Recognition & Inclusion Initiative: Robinson Elementary will implement a structured recognition program to celebrate both classified and certificated staff contributions monthly, ensuring equitable acknowledgment. • <i>Outcomes are measured by participation in recognition events and staff survey feedback.</i> • <i>Outcomes are monitored by the administration and the climate & culture team.</i> • Professional Development for All Staff: The school will provide at least two professional development opportunities per semester that are inclusive of both classified and certificated staff, focusing on leadership, collaboration, and school culture. • <i>Outcomes were measured by attendance records and post-training surveys.</i> • <i>Outcomes are monitored by the administration and the professional learning team.</i> • Student-Staff Connection Focus: All staff will participate in training on relationship-building strategies to ensure that every student has a trusted adult on campus. • <i>Outcomes were measured by training completion rates and pre/post student survey data.</i> • <i>Outcomes are monitored by TST, Climate & Culture Team, and administration.</i>	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increased Staff Retention & Satisfaction: Staff satisfaction surveys will show a 3% improvement in perceptions of inclusion, recognition, and appreciation among classified and certificated staff (from 90%- 2025 to 93%- 2026). • <i>Outcomes are measured by mid-year staff climate surveys.</i> • <i>Outcomes are monitored by the administration and the Climate & Culture Team.</i> • Stronger Student-Staff Relationships: At least 90% of students will report having a trusted adult at school, demonstrating a strong sense of belonging and support. • <i>Outcomes are measured by mid-year student surveys and anecdotal student feedback.</i> • <i>Outcomes are monitored by the administration, TST, and the School Leadership Team.</i> • Collaboration Between Classified & Certificated Staff: Joint staff meetings and collaboration opportunities will increase by 50%, fostering a more unified and inclusive school culture. • <i>Outcomes are measured by meeting attendance, feedback, and results on mid-year staff climate surveys.</i> • <i>Outcomes are monitored by the administration and Climate & Culture Team.</i>	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • By June 2025, Robinson Elementary will achieve a 96% staff satisfaction rate in survey responses regarding inclusion, recognition, and appreciation. • Student survey results will show that at least 92% of students feel they have a trusted adult on campus, reinforcing a school culture where staff loyalty translates into meaningful student connections. • <i>Outcomes are measured by year-end staff and student climate surveys.</i> • <i>Outcomes are monitored by the administration, Climate & Culture Team, and School Leadership Team.</i>

2025-2026 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 for Conferences	500.00

\$500.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.1 %	93.2 %	2024-2025	95 %

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

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

Some parents (7% of parents who took the survey) at Robinson feel that the school does not provide frequent or transparent updates on their child's academic progress. Traditional reporting methods, such as quarterly report cards and occasional parent-teacher conferences, may not offer timely insights into student performance, strengths, and areas needing improvement.

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

- 1. Not all parents are aware how to use Atlas to monitor grades and missing assignments.
- 2. Some teachers and parents do not frequently use the class communication system for questions and concerns (Dojo, Parent Square, etc.)
- 3. Some teachers do not ensure parents see the students' progress reports and report cards by requiring a parent signature or calling if no signature was obtained.

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

During Back to School Night, teachers will model how to access Atlas to view students grades and missing assignments. Teachers will have parent sign in information available for parents.

Teachers will get each parent to sign up for the class communication. If parents are not using the communication source, teachers will call to support any concerns they may have that is preventing use.

All teachers will require a parent signature on progress reports and report cards. If there is no signature obtained, teachers will phone parents to ensure that parents have seen the grades.

Section B: Investigation

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

Action 1: Family connection to school site

Fully Implemented

There were many opportunities for parents to participate in in-person activities. Parents can participate in Back to School Night, quarterly awards, monthly community coffee, music concerts, Open House, athletic events IEP/ELAC/SST meetings, Donuts with Grown-ups, Parent Child dance, movie night, etc. Becoming a community school has greatly increased opportunities for involvement.

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

Action 1: Family connection to school site

Effective

All actions have been effective as evidenced in the Fall 2024 survey which showed a 6% growth in Family engagement.

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

The Robinson staff will work to support parents in utilizing the various ways that parents can communicate with their child's teacher. This will include platforms such as parent square, class dojo, etc.

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

SSC:

- Continue purchasing laptops for classrooms.

ELAC:

- Approved as written

Staff:

- Assemblies
- Attendance support/incentives

Action 1 :

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.

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

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, after interventions have been exhausted, will be referred to the 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
- Community School Coordinator monthly family events such as: Family Book Club, Family Dances, Donuts with Grown-ups, etc.
- Teacher provided tutoring by grade level for students not meeting standards
- Teachers utilize Class Dojo, Remind, or Parent Square to communicate academics, events, behavior, etc. with parents

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/ assemblies
- Teacher/student relationships

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

- 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.

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), Hispanic (HI), African American (AA):

- 3 Teaching Fellows to support classroom instruction and deployment for Math or Reading
- Materials and supplies for parent meetings
- Technology support for the classroom, such as laptops, headphones, licenses, etc.

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), Hispanic (HI), African American (AA):

- PositivityProject-24 Character Strengths, online program
- Tutoring and after-school club contracts for certificated and classified employees
- Awards, incentives, assemblies, rallies
- Technology support for the classroom, such as laptops, headphones, licenses, etc.

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), Hispanic (HI), African American (AA):

Parent Engagement activities and events will be offered, such as:

- Parent Appreciation Night, Resource Fair, Parent Night Out, Family Dances, Family Book Club, Donuts with Grown-ups, etc.
- ELAC, Community Coffee, Parent Engagement Hour, SSC, English Classes, Parent University
- Back to School Night, Open House, Award Assemblies
- Music Concerts (Winter and Spring)
- Communication from the school or teachers in Spanish/English, on Flyers home, Class Dojo, Remind, or Parent Square

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Parent Communication & Outreach: Robinson Elementary will continue the Roadrunner Weekly parent newsletter to increase parent awareness of school events and opportunities. • <i>Outcomes will be measured by newsletter distribution, open rates on Parent Square communications, and parent survey feedback.</i> • <i>Outcomes are monitored by the administration, HSL, and Community School Coordinator.</i> • Parent Meeting Attendance Growth: The school will increase attendance at parent meetings by 20% within the first semester by offering flexible scheduling, virtual options, and childcare support. • <i>Outcomes measured by attendance records from parent-teacher conferences, parent events, and PTA meetings.</i> • <i>Outcomes are monitored by school leadership, HSL, and the Community School Coordinator.</i> • Parent Engagement Opportunities: Robinson Elementary will host at least two family engagement events (e.g., curriculum nights, arts showcases, parent workshops) within the first semester to encourage parent involvement. <i>Outcomes measured by attendance records and parent feedback surveys. Outcomes are monitored by the administration and the Community School Coordinator.</i> • Welcoming Environment Initiative: The Staff will receive professional development on creating and maintaining a welcoming school environment, ensuring all front office and faculty interactions with parents are positive and inclusive. • <i>Outcomes measured by parent surveys and feedback forms.</i> • <i>Outcomes are monitored by the administration and Community School Coordinator.</i>	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Sustained Parent Meeting Attendance: Parent attendance at school meetings and events will increase by 30% compared to the previous year, demonstrating higher engagement in their child's education. • <i>Outcomes are measured by attendance logs and participation trends. Outcomes are monitored by administration, HSL, and the Community School Coordinator.</i> • Increased Parent-School Collaboration: At least 50% of parents will engage in at least one school-related activity (e.g., volunteering, attending parent events, participating in school governance committees like SSC, ELAC, or PTA) by mid-year. • <i>Outcomes measured by volunteer sign-ups, event participation records, and committee membership logs.</i> • <i>Outcomes are monitored by administration, HSL, and the Community School Coordinator.</i> • Improved Parent Perception of School Climate: 94% of parents will report positively in the Family Engagement Domain, as measured by beginning-year climate surveys. • <i>Outcomes measured by parent climate survey results.</i> • <i>Outcomes are monitored by administration, HSL, and the Community School Coordinator.</i>	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • By June 2026, Robinson Elementary will achieve a 40% increase in parent attendance at meetings and school events, fostering a stronger home-school connection. Parent satisfaction surveys will reflect a 96% positive response rate regarding feeling welcomed and involved in their child's education. <i>Outcomes are measured by attendance records, parent engagement data, and school climate surveys.</i> • <i>Outcomes are monitored by administration, HSL, School Leadership Team, and the Community School Coordinator.</i>

2025-2026 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 and Supplies *NO FOOD OR INCENTIVES*	1,968.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Meetings	3,000.00

\$4,968.00

2025-2026 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 FOOD OR INCENTIVES*	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Student laptops	4,549.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows-Intervention (3.5 hours per day)	56,171.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for Training/SST/IEP/Planning/Data Chats	28,624.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Afterschool supplemental tutoring contracts	14,712.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies, Supplemental Curriculum and digital licenses for online programs, Assemblies, Positive Recognition, Goal 2, supplemental curriculum and digital licenses	69,577.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Repair/replace teacher and student laptops, printers, headphones, and other large items	58,681.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance/Repair- Copy machines, laptops	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	6,131.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Books, Supplemental Materials, Digital Licenses	7,753.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	15,000.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ovr			Translators for conferences	2,070.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Fieldtrips	1,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Home School Liaison- Local Mileage	500.00
G3A2	Sup & Conc	Instruction	Bks & Ref			Positivity Project, Supplemental curriculum	23,500.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub	1,194.00
G3A3	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplemental contracts	2,618.00
G4A1	Sup & Conc	Instruction	Travel			Travel for Conferences	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/ Materials and Supplies *NO FOOD OR INCENTIVES*	1,968.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Meetings	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,688.00
Sup & Conc	7090	\$204,906.00
LCFF: EL	7091	\$30,954.00
Grand Total		\$301,548.00

\$301,548.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$267,268.00
G2 - Expand student-centered and real-world learning experiences	\$1,000.00
G3 - Increase student engagement in their school and community	\$27,812.00
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
Grand Total	\$301,548.00