Robinson Elementary

10621666006456

Principal's Name: Kelly Lightner

Principal's Signature: 

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

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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 – Kelly Lightner	X				
2. Chairperson - Alexia Peoples				X	
3. John MartinezX				x	
4. alexiah peoples				x	
5. Lizeth castaneda					
6. Laura Gama De Hernandez					
7. Brandy Higley		X			
8. Katherine Coria			x		
9. Kathy Pauls		X			
10. Chris Cox					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date 4/8/26

Required Signatures Robinson Elementary

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Kelly Lightner**	Kelly Lightner	4-8-26
SSC Chairperson	Alexiah Peeples		4/8/26

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

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

FY 2026/27

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	$68,448	*
7090	LCFF Supplemental & Concentration	$193,152	
7091	LCFF for English Learners	$26,680	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$288,280**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,984
	Program Budget	$66,464
	Total Title I Allocation	$68,448

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Robinson Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		17.2 %	2024-2025	**18.3 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		50 %	2024-2025	**51.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)	49.7 %	46 %	2025-2026	**47.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.9 %	2025-2026	**50 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		67.2 %	2025-2026	**68.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.5 %	2025-2026	**64.6 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	40.2 %	34.6 %	2025-2026	**35.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		54.1 %	2025-2026	**55.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	58.4 %	47 %	2025-2026	**48.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		72.7 %	2025-2026	**73.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.5 %	2025-2026	**63.6 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	30 %	23.7 %	2025-2026	**24.8 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-22.8 pts	-31.9 pts	2024-2025	**-16.9 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-72.6 pts	2024-2025	**-57.6 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.5 %	2024-2025	**42.5 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-36.6 pts	-57.4 pts	2024-2025	**-42.4 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-107.6 pts	2024-2025	**-92.6 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.1 %	2024-2025	**31.1 %** ↑
Goal 2	Chronic Absenteeism - (African American)		44.9 %	2024-2025	**44.3 %** ↓
Goal 2	Chronic Absenteeism - (Asian)		23.6 %	2024-2025	**23 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)	37.7 %	39.1 %	2024-2025	**38.5 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		37.8 %	2024-2025	**37.2 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	35 %	25.9 %	2025-2026	**25.3 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	98 %	2025-2026	**99.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94 %	94 %	2025-2026	**95.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		89 %	2025-2026	**91 %** ↑
Goal 2	Suspension Rate - (African American)	6.77 %	8.3 %	2024-2025	**7.97 %** ↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		6.4 %	2024-2025	**6.07 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	3.2 %	2.6 %	2025-2026	**2.27 %** ↓

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

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

POP 1: The data demonstrates that a significant number of students are not on grade level in ELA, impacting the Fresno Unified Goal & Guardrail of increasing early literacy and academic achievement.

Quantitative Data

- **SBAC ELA Average Distance from Standard:** -31.9 points
- **SBAC ELA Meets or Exceeds Standards:** 37.5%
- **SBAC ELA Students with Disabilities Distance from Standard:** -72.6 points

- **i-Ready ELA D2 Proficiency:** 34.6% of students on/above grade level
- **i-Ready ELA Stretch Growth (D1–D2):** 48.9% met stretch growth
- **i-Ready ELA Typical Growth:** 63.5% met typical growth

Supporting diagnostic data indicates:

- **i-Ready Reading:** 22.41% On/Above Grade Level
- **i-Ready Reading:** 77.59% Below Grade Level
- **Typical Growth Met:** 57.99%
- **Stretch Growth Met:** 41.72%

Qualitative Data

- Classroom walkthroughs indicate inconsistent implementation of structured literacy practices and foundational reading instruction.
- PLC discussions and teacher feedback indicate students continue to struggle with phonemic awareness, decoding, and reading fluency.
- Teachers report a need for stronger alignment between Tier 1 instruction and targeted intervention supports.

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

POP 2: The data demonstrates that a significant number of students are not on grade level in mathematics, impacting the Fresno Unified Goal & Guardrail of improving academic growth and college and career readiness.

Quantitative Data

- **SBAC Math Average Distance from Standard**: -57.4 points
- **SBAC Math Meets or Exceeds Standards**: 26.1%
- **SBAC Math Students with Disabilities Distance from Standard**: -107.6 points

- i**-Ready Math D2 Proficiency**: 23.7% of students on/above grade level
- **i-Ready Math Stretch Growth** (D1–D2): 47% met stretch growth
- **i-Ready Math Typical Growth**: 62.5% met typical growth

Supporting diagnostic data indicates:

- **i-Ready Math:** 14.16% On/Above Grade Level
- **i-Ready Math:** 85.84% Below Grade Level
- **Typical Growth Met:** 29.52%
- **Stretch Growth Met:** 20.78%

Qualitative Data

- Classroom observations indicate limited opportunities for students to engage in mathematical discourse and problem-solving tasks.
- PLC discussions suggest teachers need additional support implementing rigorous grade-level math instruction while differentiating for diverse learners.
- Teachers report inconsistent alignment between core instruction and intervention supports.

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

POP 3: The data demonstrates a high number of students that are chronically absent, impacting instructional access and the Fresno Unified Goal & Guardrail of supporting the Whole Child through engagement and attendance.

Quantitative Data

- **Chronic Absenteeism (ALL students Semester 1):** 25.9%
- Student group data indicates disproportionate impact:
    - **African American Students:** 44.9% chronically absent
    - **Hispanic Students:** 39.1% chronically absent
    - **Students with Disabilities:** 28.6% Severely Chronic

Supporting attendance dashboard data indicates:

- **Attendance Distribution YTD:**
    - 40.0% Good Attendance
    - 26.7% Manageable
    - 21.3% Chronic
    - 12.0% Severely Chronic

Qualitative Data

- Staff feedback indicates some families experience housing instability, transportation challenges, and health-related barriers impacting attendance.
- Teachers report students with frequent absences demonstrate gaps in academic access and classroom engagement.
- Family outreach efforts indicate a need for stronger school-family partnerships and communication systems.

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

POP 4: The data demonstrates a high rate of suspensions and Level 3 misbehaviors, particularly impacting African American students who have been identified for Comprehensive Support and Improvement (CSI) based on the suspension indicator.

Quantitative Data:

- Suspension Rate (ALL students Semester 1): 2.6%
- Suspension Rate Target: 3.2%
- CSI student group data indicates: African American Student Suspension Rate: 8.3%

Supporting site behavior dashboard data indicates:

- **Level 3 Incidents:** 82 incidents involving 36 students
- **Highest incident locations:** Classroom: 36 incidents, Playground/Field: 29 incidents

Primary incident reasons:

- **Physical Contact**: 54 incidents
- **Defiance**: 13 incidents

Qualitative Data

- Classroom walkthroughs indicate inconsistent implementation of CHAMPS classroom management systems.
- Staff discussions suggest a need for stronger Tier 2 behavioral supports and proactive intervention strategies.
- Teachers report behavior challenges during unstructured times such as recess and transitions.

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

POP 1:

• Inconsistent implementation of structured literacy and foundational reading practices across classrooms.
• Limited systematic progress monitoring and data analysis within PLC structures.
• Tier II and Tier III literacy supports are not consistently aligned to diagnostic data.
• Students entering upper grades with gaps in foundational literacy skills.

POP 2:

• Inconsistent implementation of standards-aligned math instruction across grade levels.
• Limited opportunities for mathematical discourse and conceptual problem solving.
• Intervention supports not consistently aligned to student data and identified skill gaps.
• Need for additional professional learning to strengthen conceptual math instruction.

POP 3:

• Barriers related to housing instability, health concerns, and transportation.
• Limited early identification systems to address attendance concerns.
• Inconsistent implementation of tiered attendance interventions.
• Students experiencing low levels of school connectedness.

POP 4:

• Inconsistent implementation of schoolwide behavior expectations and classroom management systems.
• Limited Tier 2 supports for students demonstrating early behavioral concerns.
• Inconsistent use of behavior data to proactively address emerging trends.
• High-incident areas requiring increased supervision and proactive support.

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.

POP 1:

• Strengthen Tier 1 literacy instruction using evidence-based structured literacy practices.
• Implement consistent PLC data cycles to monitor student progress and adjust instruction.
• Expand targeted Tier II and Tier III intervention systems aligned to student needs.
• Provide targeted literacy supports for Students with Disabilities and English Learners.

POP 2:

• Strengthen Tier 1 math instruction aligned to grade-level standards, mathematical practices, and Beyond Thinking Classrooms (BTC) professional learning
• Increase opportunities for student discourse, reasoning, and problem solving (BTC)
• Implement consistent progress monitoring and targeted intervention systems (IAB, FIAB, BBF)
• Provide targeted supports for Students with Disabilities and English Learners.

POP 3:

• Strengthen tiered attendance monitoring systems and early intervention supports.
• Increase family outreach and community partnerships through Community Schools structures.
• Provide targeted supports for African American students, Hispanic students, and Students with Disabilities experiencing higher rates of chronic absenteeism.
• Implement engagement strategies that increase student belonging and regular attendance.

POP 4:

• Strengthen schoolwide PBIS and CHAMPS implementation.
• Strengthen targeted Tier 2 supports such as Check-In/Check-Out, mentoring programs, and restorative practices.
• Establish consistent behavior data review cycles through the TST, ILT and Culture & Climate Team.
• Provide targeted interventions and culturally responsive supports for African American students.
• Increase supervision and proactive behavior supports in high-incident areas.

Section B:Investigation

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

Action 1: English Language Arts

Partially Implemented

Robinson Elementary implemented Tier 1 literacy instruction using the district-adopted curriculum along with supplemental curriculum resources to support literacy development. The site utilized the District Guaranteed and Viable Curriculum (GVC) and developed a site-based standards map to ensure alignment with district GVC and instructional guidance documents. Teachers engaged in PLCs to review student data, plan instruction, and intervention supports were provided through Teaching Fellows, paraprofessionals, and targeted small-group instruction. While these systems were implemented across the site, implementation varied in consistency across classrooms, particularly in the use of structured literacy practices, progress monitoring systems and alignment between Tier 1 instruction and intervention supports.

Action 2: Math

Partially Implemented

Robinson Elementary implemented core mathematics instruction aligned to district curriculum and standards and supported by i-Ready diagnostic data and classroom formative assessments. Site math leads participated in professional learning focused on the BTC (Building Thinking Classrooms) math practices to strengthen instructional strategies that promote student reasoning and problem-solving. However, coaching cycles to support implementation did not begin until January, and the site is currently mid-implementation and not yet implementing these practices with full fidelity across classrooms. Teachers engaged in PLCs to analyze math data and plan instruction, though opportunities for consistent mathematical discourse and conceptual problem-solving varied across grade levels.

Action 3: EL Re-designation

Partially Implemented

Robinson Elementary implemented integrated English Language Development (ELD) within core instruction to support English Learners in developing language skills while accessing grade-level content. Teachers monitored student progress using ELPAC and ELPI data and collaborated during PLCs to support language development. While integrated ELD strategies were observed across classrooms, the site identified a need to strengthen designated ELD instruction and increase accountability for consistent implementation of designated ELD practices across grade levels.

Action 1: Career Opportunities

Fully Implemented

Robinson Elementary implemented college and career exposure opportunities through district-supported enrichment activities and field trips including Bricks for Kids, Discovery Center, San Joaquin River Parkway, Millerton Lake, Sequoia National Park, and college campus experiences for upper grades. These opportunities provided students with exposure to career pathways, hands-on learning experiences, and real-world connections to academic content.

Action 1: Attendance

Partially Implemented

Robinson Elementary monitored student attendance through Teacher Support Team (TST) processes rather than a formal attendance team. The TST reviewed attendance data to identify students experiencing chronic absenteeism and coordinate interventions. The Home School Liaison (HSL) and Office Assistant (OA) supported attendance monitoring, family communication, and outreach efforts. The site also continued implementing attendance incentives to encourage improved attendance. However, implementation of attendance supports and incentives varied in consistency and fidelity, which limited the overall impact on chronic absenteeism rates.

Action 2: Suspensions

Partially Implemented

Robinson Elementary implemented schoolwide expectations through CHAMPS classroom management systems, and PBIS strategies. Behavior data was monitored by administration and the Culture and Climate Team. However, CHAMPS implementation is inconsistent throughout the site, including within classrooms and in unstructured/common areas such as recess, playground, and transitions.

Site administrators received training in the District Discipline Guidelines in the fall and have been utilizing these guidelines when responding to student misbehavior. Training for the remainder of the site staff is scheduled for March, which has contributed to variation in how behavior expectations and responses are implemented across classrooms and settings.

Additionally, the site identified that behavior supports and interventions vary across classrooms and school environments. The school also lacks a clearly defined Multi-Tiered System of Supports (MTSS) structure for behavior, resulting in inconsistent implementation of Tier 1 expectations and limited access to coordinated Tier 2 and Tier 3 interventions for students requiring additional support.

Action 3: Engagement

Fully Implemented

Robinson Elementary implemented strategies to strengthen student engagement, belonging, and school connectedness through schoolwide activities such as Fun Friday enrichment opportunities, cultural activities, and student incentive systems including raffle tickets and recognition for positive behavior and participation. The site also incorporated SEL supports and activities to promote a positive school climate and student well-being. As a Community School, Robinson's Community Schools Coordinator further supported student engagement by coordinating enrichment opportunities, promoting school programs and activities through outreach and social media, and connecting students and families with community resources and basic support needs such as clothing and essential supplies.

Recruiting and retaining staff to provide Caring Adult

Fully Implemented

Robinson Elementary worked to recruit and retain staff who support positive relationships with students through classroom instruction, intervention supports, and enrichment programs. Staff members provided mentoring, academic support, and relationship-building opportunities for students throughout the school day.

Family connection to school site

Fully Implemented

Robinson Elementary implemented multiple strategies to strengthen family engagement and communication with families. The school utilized communication platforms such as ParentSquare & Instagram, hosted family engagement events, and provided outreach to families to support student success. Engagement opportunities included SPED Family Coffee Hours, Family Engagement Nights, and a Family Reading Book Club to increase family participation and connection to the school community. As a Community School, the Community Schools Coordinator also connects families with community resources, supports outreach efforts through social media and direct communication, and helps facilitate partnerships that strengthen relationships between families and the school community.

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

Action 1: English Language Arts

Partially Effective

ELA instruction aligned to the district GVC and PLC structures supported some student growth; however, SBAC ELA results show 37.5% meeting/exceeding with a DFS of -31.9, and i-Ready ELA shows 34.6% of students on/above grade level, indicating the need to strengthen Tier 1 literacy practices and intervention systems.

Action 2: Math

Partially Effective

Math instruction and professional learning around Building Thinking Classrooms (BTC) practices were implemented this year; however, i-Ready Math data shows 23.7% of students on or above grade level, indicating the need to strengthen conceptual math instruction and improve implementation fidelity across classrooms.

Action 3: EL Re-designation

Effective

Integrated ELD practices supported language development, with 50% of English Learners improving at least one ELPI level, demonstrating progress toward English proficiency and reclassification.

Action 1: Career Opportunities

Effective

College and career exposure opportunities provided students with meaningful enrichment experiences and connections to real-world learning. These activities supported student engagement and helped build awareness of future educational and career pathways.

Action 1: Attendance

Partially Effective

Attendance supports were implemented through TST monitoring and family outreach; however, chronic absenteeism remains high at 25.9%, particularly among African American students (44.9%), indicating the need for stronger tiered attendance interventions.

Action 2: Suspensions

Partially Effective

Although the overall suspension rate is 2.6%, the African American student suspension rate of 8.3% resulted in CSI identification, indicating the need to strengthen MTSS behavior systems and Tier 1 supports.

Action 3: Engagement

Effective

Student engagement strategies such as Fun Friday enrichment, cultural activities, student incentives, and SEL supports contributed to a positive school climate and increased student participation in school activities.

Recruiting and retaining staff to provide Caring Adult

Partially Effective

Staff members provided academic and social support to students through classroom instruction, interventions, and mentoring relationships; however, the site will strengthen systems to ensure every student has consistent access to a designated caring adult.

Family connection to school site

Effective

Family engagement efforts including ParentSquare communication, SPED Family Coffee Hours, Family Engagement Nights, and the Family Reading Book Club increased opportunities for families to connect with the school. Community School supports also helped connect families with resources and strengthen relationships between the school and community.

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.

POP 1: ELA - Increase literacy proficiency and reduce distance from standard

Tier 1 - Core Instruction & PLC Systems

- Strengthen Tier 1 literacy instruction aligned to the district Guaranteed and Viable Curriculum (GVC) and site-developed standards correlation maps.
- Increase focus on structured literacy practices and foundational reading skills through classroom walkthroughs and PLC collaboration.
- Use PLC data cycles to monitor i-Ready growth and SBAC DFS trends and adjust instruction.
- Increase admin informal observation and timely feedback around co-constructed look-fors

Tier 2 - Targeted Intervention

- Expand small-group literacy intervention aligned to CFA's, i-Ready diagnostic data, and grade level progress monitoring data
- Provide targeted support for English Learners and Students with Disabilities through progress monitoring and instructional adjustments with fluid RTI groups

Tier 3 - Intensive Support

- Utilize SST and specialized services to provide intensive reading supports for students significantly below grade level.

POP 2: Math Increase math proficiency and conceptual understanding

Tier 1 - Core Instruction & PLC Systems

- Continue implementing **Building Thinking Classrooms (BTC) math practices** with coaching cycles to increase instructional fidelity.
- Strengthen PLC collaboration to analyze **i-Ready, IAB's/FIAB's, CFA's, SBAC DFS math data** and adjust instruction.
- Increase opportunities for **mathematical discourse and problem solving** within Tier 1 instruction.

Tier 2 - Targeted Intervention

- Provide targeted small-group math support based on CFA's, i-Ready diagnostic data, and grade level progress monitoring data
- Monitor student progress through PLC structures, admin informal classroom walkthrough data, and adjust instruction accordingly.

Tier 3 – Intensive Support

- Provide intensive intervention and specialized supports for students significantly below grade level through SST and intervention programs.

POP 3: Attendance- Reduce chronic absenteeism and increase instructional access

Tier 1 – Schoolwide Systems

- Strengthen schoolwide attendance monitoring systems and early identification of students at risk of chronic absenteeism.
- Increase communication with families using ParentSquare and Community Schools outreach efforts

Tier 2 – Targeted Supports

- Provide targeted outreach for students identified through TST attendance monitoring, including family communication and resource support.
- Utilize the Community Schools Coordinator and Home School Liaison to connect families with community resources.

Tier 3 – Intensive Intervention

- Implement individualized attendance plans and provide additional family support for students experiencing persistent absenteeism.

POP 4: Suspensions- Address CSI indicator for African American students and decrease level 3 misbehaviors by strengthening Tier 1 and Tier 2 support systems

Tier 1 – Schoolwide Behavior Systems

- Strengthen consistent implementation of CHAMPS expectations and PBIS practices across classrooms and common areas.
- Implement schoolwide training on District Discipline Guidelines to ensure consistent responses to student behavior.
- Establish clearer MTSS behavior structures and consistent data monitoring through the TST and Climate and Culture Team.

Tier 2 – Targeted Behavioral Supports

- Expand targeted interventions such as mentoring, Check-In/Check-Out, SEL supports, and restorative practices for students demonstrating early behavioral concerns.
- Monitor behavior data regularly to identify trends and provide early interventions.

Tier 3 – Intensive Behavioral Supports

- Provide individualized behavioral support plans and wraparound services for students requiring intensive support.

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:

The SPSA data and analysis were shared with SSC members, including SBAC Distance From Standard (DFS), i-Ready diagnostic data, chronic absenteeism, and suspension data related to the CSI indicator for African American students. Feedback and discussion included:

- Strengthening Tier 1 instruction in ELA and Math aligned to the district Guaranteed and Viable Curriculum (GVC)
- Expanding targeted academic interventions for students performing below grade level
- Improving attendance monitoring systems and early interventions for chronically absent students
- Strengthening MTSS systems for academics and behavior
- Continuing student engagement opportunities and Community School partnerships to support students and families

ELAC:

ELAC families completed a survey to provide input on priorities for the SPSA. Survey responses indicated families would like the school to prioritize the following supports for English Learners:

- Strengthening early literacy supports, including strategies such as Orton-Gillingham and supplemental literacy resources
- Providing additional materials, supplies, and technology to support student learning
- Increasing instructional support for English Learners through tutoring and classroom push-in support
- Expanding after-school and summer learning opportunities for students
- Providing family workshops and parent classes to help families support learning at home
- Continuing schoolwide implementation of CHAMPS and positive character development programs
- Maintaining opportunities for student enrichment, field trips, and college and career exposure activities

Staff:

Staff reviewed SPSA data and identified Problems of Practice through staff meetings and PLC collaboration. Staff feedback included:

- Strengthening Tier 1 instruction aligned to GVC and PLC data cycles
- Continuing implementation of BTC math practices and strengthening conceptual math instruction
- Expanding targeted academic supports for students performing below grade level
- Increasing consistency of CHAMPS expectations and schoolwide behavior systems
- Strengthening MTSS structures for academics, attendance, and behavior supports
- Continuing opportunities that promote student engagement, belonging, and positive school climate

Action

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

English Language Arts

Action Details

Early Literacy

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 used to meet students' needs. 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 to provide enrichment for those who have achieved mastery. Student needs will be determined using common formative assessment, iReady, CAASPP, BPST, ESGI, DIBELS, 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 **46.1%** (2025) 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 **62.5% (2025) to 30% (2030)** by implementing targeted literacy interventions, data-driven instruction, and ongoing progress monitoring and differentiated instruction.

Direct Instructional Services

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

- 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, and other supplies to meet students' program needs, as well as technology maintenance and repair
- 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.
- 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 online subscriptions and supplemental complex reading materials to improve reading.
- Utilize our site's Instructional Leadership Team to create and maintain academic focus. Our ILT team will include a representative from TK-6th grades and a SPED Lead Teacher.
- Classroom instruction will be formulated using the FUSD-adopted curriculum and grade-level standards.

- Student organization through the purchase of agendas, 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 1 support**: Teachers will utilize the FUSD Curriculum Guidance Documents 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.
- A4 will partner with Robinson to provide ELA interventions and supports during RTI.
- 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, DIBELS, 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 students, and economically disadvantaged students.
- Tier 2 Specialist: Students are referred through teachers and administrators in collaboration, through the TST process, for students needing extra social-emotional or behavioral support.
- **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)

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 in which they are identified.

- English Learners are not identified in any Red areas at this time.

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 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 or providing funds to repair the classroom technology as needed.
- 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?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

Students with Disabilities (SWD):

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?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

Students with Disabilities (SWD):

Support Hispanic Students, English Learners, African American, Socio-economically Disadvantaged, and Students with Disabilities through RTI, after-school tutoring, SST as necessary, and through the purchase of technology/repair to support students with extra practice on grade-level material.

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

Socio-economically Disadvantaged (SED):
Hispanic (HI):

English Learner (EL):

African American (AA):

- Collaborate and partner with A4/Future Forward department to provide targeted intervention for African American students. Support implementation of small group instruction for foundational skills
- Utilize platforms such as Waterford and i-Ready to create personalized learning, adaptive instruction, and diagnostic assessments in reading

Students with Disabilities (SWD):

- 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, DIBELS, and/or BPST assessment results with Tier 2 support.
- Students will receive intervention based on their assessed needs, utilizing BPST, BAS, DIBELS, 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.

Family Engagement

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

- Communicate regularly with families about student progress in reading and writing through conferences, weekly newsletters, and Parent Square so parents can support learning at home.
- Share resources and materials families can use at home to reinforce literacy skills, including reading strategies, vocabulary development activities, and recommended books.
- Invite families to participate in classroom and schoolwide literacy events such as reading celebrations, student writing showcases, and literacy-focused assemblies.
- Provide translated communication and interpretation support to ensure families from diverse backgrounds can fully participate in meetings, workshops, and literacy events.
- Encourage families to collaborate with teachers, the instructional coach, and support staff to better understand intervention supports and enrichment opportunities available to their students.
- Provide opportunities for families to learn about the school's intervention programs, including RTI supports, A4, small-group instruction, and after-school learning opportunities designed to support student literacy growth.

Professional Learning

Describe Professional Learning related to this action.

- Utilize the **Instructional Coach** to model lessons, provide instructional support, and collaborate with teachers to strengthen Tier 1 instruction and small-group intervention practices.
- Provide training on the effective implementation of the **Response to Intervention (RTI)** to ensure students receive appropriate levels of academic support.
- Support teachers in using **data from assessments such as i-Ready, CAASPP, DIBELS, BPST, ESGI, and common formative assessments** to identify student needs and plan targeted interventions.
- Utilize **Professional Learning Communities (PLCs)** for grade-level teams to review student data, monitor progress, and collaborate on differentiated instructional strategies.
- Provide professional learning on **small-group instruction and differentiation strategies** to ensure interventions effectively address students who are below grade level while also providing enrichment opportunities for students who have achieved mastery.
- Train paraprofessionals and teaching fellows on effective strategies to support foundational skill-building, literacy practice, and supplemental interventions under teacher guidance.
- Provide targeted ELA professional learning and collaborative planning time for leadership teams (ILT and CCT) to analyze site data, strengthen Tier 1 instructional structures, and support site-based coaching cycles aligned to district literacy priorities.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing feedback tools utilizing site co-created "look-fors" around focus areas

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

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 62.5% (2025) to 57.5% (2027)

Outcomes are measured by growth from the distance from standard.

Outcomes monitored by the Principal and teachers.

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

Math

Action Details

College & Career Readiness

Robinson Elementary School will provide all students with high-quality instruction and work toward the goal of every student advancing at least 1 grade level per year in Math using the District Guaranteed and Viable Curriculum of Go-Math.

Robinson will implement an intervention plan by grade level, utilizing a Full-Time Instructional Coach, Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunchtime, and after school. The teacher will primarily provide small-group intervention lessons from the Go-Math curriculum. Teaching fellows and paraprofessionals will assist with math activities in math fluency, homework/classwork support, and supplemental intervention in areas of need. Math instruction and Intervention will be designed to support the needs of students who are not meeting grade-level standards and to provide enrichment for those 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 2027, increase the percentage of K-6 students meeting or exceeding grade-level expectations in mathematics from 26.1% to 31.1%, with a focus on reducing achievement gaps for African American, Hispanic, and English Learner students. Specifically, improve English Learners' proficiency from 23.1% to 25% and ensure at least a 10% increase for African American 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.

Direct Instructional Services

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

- 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, and other supplies to meet students' program needs, including technology maintenance and repair.
- 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.
- 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 will receive recognition and a certificate; at the end of the year, a medal/plaque will be awarded. iReady goals met will receive either or both BBQ/Pizza Party - traditional growth or a T-shirt for stretch growth
- Support inclusive practices for mainstreaming SPED students into the general education classroom.
- **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 through site-identified formative and summative assessments, the 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. The teacher is to provide additional interventions to identified students (focusing on African American, EL, 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 the math intervention to be completed during the instructional day or after school. (Priority given to African American students.)
- 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 with the TST process, for students needing extra social-emotional or behavioral support.
- **Tier 3 support:** students not meeting grade-level standards will be referred to the Student Study Team for additional support.
- Progress monitoring for SPED students will be completed through the IEP process, and progress on IEP goals will be reported quarterly.

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 fall into the Yellow with 12.8% being our EL population. Students with Disabilities fall into the Red, and Hispanic and Socioeconomically Disadvantaged following in the Orange.

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 Go Math, Wonders, and Waterford
- 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 and providing funding for technology repair for classroom technology.
- Purchasing supplemental curriculum to support instruction, such as digital licenses like Reflex and Frax, and Waterford
- 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?

Socio-economically Disadvantaged (SED): Orange

English Learner (EL): Yellow

Students with Disabilities (SWD): Red

Hispanic: Orange

- 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?

Socio-economically Disadvantaged (SED):

English Learner (EL):

Students with Disabilities (SWD):

Hispanic:

- Support Hispanic students, English Learners, Socio-economically Disadvantaged, and Students 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?

Socio-economically Disadvantaged (SED):

English Learner (EL):

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.

Family Engagement

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

- Provide workshops or informational sessions to help families understand math expectations at each grade level and how assessments such as **i-Ready Diagnostic and CAASPP** are used to monitor student progress.
- Share math resources, practice strategies, and learning activities with families through weekly newsletters, Parent Square, and take-home materials to reinforce math skills at home.
- Communicate regularly with families about student progress in mathematics through parent-teacher conferences, progress updates, and opportunities to discuss intervention supports.
- Invite families to attend classroom presentations, math showcases, or student celebrations that highlight student problem-solving and math achievements.
- Provide translated communication and interpretation support to ensure families from diverse backgrounds, including English Learner families, can fully participate in meetings and math-related events.
- Encourage families to partner with teachers, the instructional coach, and support staff to better understand intervention programs and enrichment opportunities available to students.
- Share information with families about available supports such as small-group instruction, RTI interventions, lunchtime support, and after-school learning opportunities designed to help students strengthen their math skills.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning for teachers focused on effective implementation of the district GVC **using Go-Math** and math strategies through **Building Thinking Classrooms**, ensuring consistent, standards-aligned instruction across grade levels.
- Utilize the **Instructional Coach** to model math lessons, support lesson planning, and provide feedback that strengthens conceptual understanding and student engagement in mathematics.
- Provide training on implementing the **Response to Intervention (RTI)** to ensure students receive targeted math support through small-group instruction and intervention.
- Support teachers in using **data from i-Ready Diagnostic, CAASPP, common formative assessments, and math fluency checks** to identify student needs and adjust instruction accordingly.
- Use **Professional Learning Communities (PLCs)** to review student data, monitor progress toward math goals, and collaborate on strategies for differentiation and targeted intervention.

- Provide professional learning focused on **instructional strategies that promote conceptual understanding, mathematical discourse, and problem-solving skills** for all students.
- Train paraprofessionals and teaching fellows on strategies to support **math fluency practice, small-group support, and supplemental intervention activities** under the guidance of classroom teachers.
- Provide targeted Math professional learning and collaborative planning time for leadership teams (ILT and CCT) to analyze site data, strengthen Tier 1 instructional structures, and support site-based coaching cycles aligned to district literacy priorities

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

Classroom walk throughs utilizing feedback tools utilizing site co-created "look-fors" around focus areas

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 are 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 Math from 73.9% (2025) to 67% (2027).

Outcomes are measured by growth from the distance from standard.

Outcomes monitored by the Principal and teachers.

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

EL Re-designation

Action Details

Literacy Intervention

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.

Direct Instructional Services

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

- Tier 1: 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.

- No students were labeled in the Red for ELA. The English Learner student population was performing at the lowest level in ELA at 8% (2025), meeting standards. Students who had been reclassified as Fluent were 57.1% of the students meeting standards. EL students include Asian, Multiple Races, SWD, SED, and Hispanic

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, technology, and repair as needed for them to practice needed skills for redesignation and progress towards meeting standards. This could also include online programs that support ELA, Math or Writing like Reflex, etc.

4. As a site: What are planned actions to support English learner students? .

- 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, technology, and repair as needed for them to practice needed skills for redesignation and progress towards meeting standards. This could also include online programs that support ELA, Math, or Writing, such as Reflex.

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.

Family Engagement

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

- Provide families with strategies and resources to support English language development at home, including laptop check-out system for ELPAC practice, vocabulary building, reading practice, and opportunities for student talk.
- Communicate regularly with families about student progress in ELPAC growth and English language development through conferences, newsletters, and school communication platforms.
- Provide translated communication and interpretation support to ensure all English Learner families can fully participate in meetings and school events.
- Invite families to attend school meetings and events that celebrate English Learner progress and reclassification achievements.
- Encourage families to collaborate with teachers to support students' academic language development, reading comprehension, and speaking skills.
- Share information about classroom strategies such as academic language development, close reading, and student talk so families can better understand how English Learners are supported at school.
- Provide opportunities for families to ask questions and give feedback about EL programs and supports through parent meetings and advisory groups such as ELAC.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning for teachers on effective implementation of Designated and Integrated English Language Development (ELD) to support English Learners in developing listening, speaking, reading, and writing skills.
- Utilize Professional Learning Communities (PLCs) for teachers to collaboratively plan ELD lessons, review student work, and share effective instructional practices that support English Learners.

- Provide training on analyzing ELPAC data and other formative assessments to monitor student progress and identify supports needed to help students move at least one proficiency level per year or achieve reclassification.
- Provide guidance and training to staff who administer the ELPAC assessment to ensure accurate and consistent administration.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing feedback tools utilizing site co-created "look-fors" around focus areas

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.

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

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 62.5% (2025) to 57.5% (2027).

ELPAC Results: Increase the percentage of students testing at proficient from 17.2% (2025) to 18.3% (2027)

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

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

Career Opportunities

Action Details

College & Career Readiness

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.

Direct Instructional Services

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

- Students will have opportunities to participate in site-provided college and career readiness opportunities, such as:
  - Bricks for Kids
  - Discovery Center
  - San Joaquin River Parkway
  - Millerton Lake
  - Sequoia National Park
  - College Campus Tours
- 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.

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):

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

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 experiences outside the classroom. 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.

Family Engagement

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

- Host family career awareness nights, inviting families and community members to learn about different career pathways, workplace skills, and educational opportunities available to students.
- Provide workshops and informational sessions for families that explain the connection between school success, future career opportunities, and college readiness.
- Provide translated communication and interpretation support to ensure families from diverse backgrounds can participate in career-related events and discussions.

Professional Learning

Describe Professional Learning related to this action.

- Provide opportunities for teachers to collaborate during Professional Learning Communities (PLCs) to share strategies and resources that connect academic learning to real-world applications and career exploration.
- Offer training on instructional practices that help students develop workplace competencies such as collaboration, communication, problem-solving, and responsibility.
- Provide guidance and resources to help teachers facilitate student presentations, career exploration activities, and project-based learning that connect classroom learning to future career opportunities.
- Encourage collaboration with community partners and guest speakers to help teachers expand students' understanding of career pathways and workplace expectations

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing feedback tools utilizing site co-created "look-fors" around focus areas

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.

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.

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.

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.

Provide students with consistent opportunities to develop workplace competencies and explore a variety of career pathways. Student surveys, participation in career exploration activities, and evidence of student understanding of career pathways and workplace skills.

Outcomes measured by: increased student participation in career awareness activities and improved student understanding of workplace competencies such as collaboration, responsibility, communication, and problem-solving.

Target: Increase the percentage of students who can identify multiple career pathways and the education or training required for those careers, including those requiring a college degree and those accessible after high school.

Outcomes monitored by: Principal, Vice Principal, counselors, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project, Supplemental Curriculum: Magnetic, OG, etc.	14,461.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for student/teacher laptops and other large items.	6,967.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows for 3.5 hrs per day Math/ELA intervention support	45,036.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After-school Supplemental Tutoring Contracts/ Kinder Summer Assessment Contract **Budget lines for personnel include salaries and related benefits	14,724.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies- Office and Classroom supplies (Office Max, Amazon, Instructional Curriculum, digital licenses for online programs and materials, Assemblies, Positive Recognition, Goal 2	95,266.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology is replaced as needed (laptops, printers, and other large items.	7,532.00
G1A1	Sup & Conc	Instruction	Travel			Travel	500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Copier Lease	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair/replace teacher and student laptops, printers, and other large items.	5,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books, Supplemental Materials, Digital Licenses	8,481.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies- ELD Materials, Supplemental Curriculum	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC assessors **Budget lines for personnel include salaries and related benefits	7,162.00
G1A4	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts to support students for SEL. **Budget lines for personnel include salaries and related benefits	15,600.00

$231,729.00

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

Engagement

Action Details

Equitable Access

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.

Direct Instructional Services

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

TIER 1:

- Student of the Month to honor students demonstrating the Character Counts pillars will be celebrated each month
- 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, Black Student Union, 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.
- 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.
- Supplemental tutoring contract hours for coaches and/or other certificated and classified employees to conduct "Student Athlete Tutoring Time" before or after school

English Learner Students

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

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

- English Learners are not identified in any red area at this time.

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/Frax math 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)

- Magnetic Reading as an intervention for phonics and reading comprehension. This program will promote grade-level proficiency, enabling students to earn grades that allow them to engage in sports, the arts, and other activities.
- Involvement in outside training for Building Thinking Classrooms (6 staff members)
- Technology supports, such as classroom laptops, headphones, etc., to promote computer literacy
- Extra pay contracts for certificated/classified staff for extracurricular clubs, sports, and extracurricular activities, and tutoring support

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.
- Collaboration with A4 to build reading skills with our most vulnerable populations through small group intervention and create family engagement activities through night time events.

Family Engagement

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

- Family Book Club (Once a quarter) for families of TK-2nd grade to promote Early Literacy in the home.
- Community Coffee (Once a month) that highlights one grade level, focuses on grade level-specific information for families.
- Parent University meetings are designed to support family needs
- Community family events such as Family Fun Night, Dinner Night Out, Movie Night, Family Dances, etc.
- Utilize A4/Future Forward to continue outreach to families and offer resources

Professional Learning

Describe Professional Learning related to this action.

Building Thinking Classrooms provides professional learning to increase student engagement, promote equitable access to rigorous instruction, and deepen conceptual understanding through problem-solving and academic discourse. Professional learning supports teachers in using intentional instructional practices that foster productive struggle, collaboration, and student ownership of learning. This approach aligns with district priorities for instructional coherence, equity, and improved student outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

- **Increased Student Participation in Arts & Activities:** Robinson Elementary will launch at least 3 new extracurricular programs (e.g., visual arts, drama, music, or STEM clubs) by the end of the first semester to expand opportunities for student engagement.
- *Outcomes measured by program enrollment and participation rates.*
- *Outcomes are monitored by the club sponsor, the teacher, the classified employee, and the administration.*
- **Athletics Participation Growth:** The school will provide additional sports opportunities for 4th-grade students in each sport to build knowledge, fundamentals, and teamwork skills.
- The school will offer after-school sports every quarter for boys/girls/co-ed teams.
- *Outcomes are measured by student sign-ups and participation logs.*
- *Outcomes are monitored by the athletic coaches, Community School Coordinator, 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.

- **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.
- *Outcomes are measured by attendance logs and student surveys.*
- *Outcomes are monitored by the club sponsor, the teacher, the classified employee, the administration, and the Community School Coordinator.*
- **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.
- *Outcomes are measured by student surveys and teacher observations.*
- *Outcomes are monitored by administration and student support teams.*

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.

- By June 2027, 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.
- *Outcomes are measured by participation data and student engagement surveys.*
- *Outcomes are monitored by the Principal, Community School Coordinator, and school leadership team.*

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

Suspensions

Action Details

Equitable Access

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.

Direct Instructional Services

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

- 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.

- No English Learners are identified as being suspended at this time.

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?

Students with Disabilities (SWD): 8.3%

African American (AA): 6.4%

- Support African American and students with disabilities 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?

Students with Disabilities (SWD):

African American (AA):

- Support African American and students with disabilities 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.
- Contracts for teachers and support staff to host clubs and activities specific to African American students and Students with disabilities

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

Students with Disabilities (SWD):

African American (AA):

- 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, teamwork strategies, etc.
- Coffee Hour and Parent University meetings will dedicate time and resources to supporting parents of African American and students with disabilities.
- Extra pay contracts will be offered to classified employees to support students needing Tier 2 or Tier 3 behavior supports in the classroom.

Family Engagement

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

- Provide families with strategies and resources they can use at home to reinforce positive behaviors, social-emotional skills, and conflict resolution.
- Communicate regularly with families about school expectations, behavior supports, and restorative practices through newsletters, school messaging platforms, and parent meetings.
- Invite families to participate in schoolwide PBIS celebrations, assemblies, and recognition events that highlight positive student behavior and build a strong sense of community.
- Provide translated communication and interpretation support to ensure families from diverse backgrounds can fully participate in school events and discussions about student behavior and well-being.
- Encourage family voice and collaboration by gathering parents' feedback on school climate, behavior supports, and ways to strengthen partnerships between school and home.

- Provide opportunities for families to connect with mentors, support staff, and administrators to better understand available behavioral and social-emotional supports for students.

Professional Learning

Describe Professional Learning related to this action.

- Train staff on Social-Emotional Learning (SEL) strategies that help students develop skills such as self-management, empathy, and responsible decision-making.
- Provide ongoing professional development on Discipline Guidelines to support proactive approaches to behavior and reduce reliance on exclusionary discipline.
- Offer training on trauma-informed practices and de-escalation strategies so staff can effectively respond to students' behavioral and emotional needs.
- Provide opportunities for staff to reflect on implementation and share effective strategies that strengthen positive behavior systems across the school.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

- **Discipline Guidelines Training:** 100% of teachers and staff will complete professional development on supporting proactive approaches to behavior and reducing reliance on exclusionary discipline.
  Outcomes are measured by training completion records and staff self-assessments. Outcomes monitored by the administration and the PBIS team.

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

Shape these behaviors...

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

By June 2027, Robinson Elementary will maintain a suspension rate at or below 1.5% 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.

- **Behavior Data Analysis in PLCs:** PLCs will review and analyze behavior incident data bi-weekly to identify trends and adjust interventions accordingly.
  Outcomes are measured by PLC meeting notes and action plans. Outcomes monitored by Principal, VP, and grade-level leads.
- **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.
  Outcomes are measured by walkthrough data and observation feedback. Outcomes monitored by administration and instructional coaches.
- **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 participation in SEL lessons by mid-year.
  Outcomes are measured by student surveys and teacher feedback forms. Outcomes monitored by counselors and the SEL team

- **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.
  Outcomes measured by behavior incident reports and referral data. Outcomes are monitored by the administration, the TST team, and grade-level PLCs.
- **Increased Use of Restorative Practices:** 85% of behavior incidents will be resolved through restorative conversations, peer mediation, or alternative interventions rather than suspensions.
  Outcomes measured by restorative practice implementation logs and teacher reports. Outcomes monitored by administrators, psychologist, and Tier 2 Specialist.
- **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.
  Outcomes measured by walkthrough observation data. Outcomes monitored by TST team and admin.
- **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.
  Outcomes measured by pre- and post-surveys, SEL lesson participation, and teacher observations. Outcomes monitored by TST team, teachers, and admin.

Outcomes are measured by year-end suspension data, behavior reports, and student climate survey results. Outcomes monitored by the Principal, TST team, and teachers.

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

Prop 28

Action Details

Equitable Access

Robinson Elementary will implement and expand arts and music opportunities for students using Proposition 28 Arts and Music in Schools funding. Funds will be used primarily to increase access to standards-based arts instruction and to ensure that all students receive meaningful exposure to the visual and performing arts as part of a well-rounded education.

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

Direct Instructional Services

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

- Arts instruction will be delivered through classroom-based learning opportunities and schoolwide arts integration that allow students to explore creativity, artistic expression, and collaboration.
- Students will engage in hands-on learning experiences that include visual art projects, music exploration, and opportunities to apply creative thinking while developing foundational artistic skills.
- Tier 1: Arts instruction support by promoting student engagement, collaboration, and positive school climate.
- Tier 2: For some students, participation in arts activities may be supported by helping strengthen confidence, motivation, and connections to school, which can positively impact overall academic engagement and student well-being.

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.

- Incorporate visual supports, modeling, and hands-on learning during arts instruction to help EL students understand directions and participate fully in activities.
- Use structured peer collaboration and student discussion during arts lessons to promote language development through speaking, listening, and academic vocabulary related to the arts.
- Provide additional support for Newcomer students by using visuals, demonstrations, and guided participation so they can access arts activities regardless of English proficiency.

- Support Long-Term English Learners (LTELs) by integrating academic language development into arts instruction, including opportunities for students to describe artistic processes, reflect on their work, and present projects.

Student Groups

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

Hispanic (HI):

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

- Purchase supplemental arts instructional materials and supplies (art tools, paint, drawing materials, craft supplies, and basic instruments) that support English Learners in accessing hands-on arts instruction.

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

Hispanic (HI):

Students with Disabilities (SWD):

African American (AA):

English Learner (EL):

- Purchase art supplies and instructional materials, including paint, brushes, drawing materials, paper, craft supplies, and other consumable materials needed to support hands-on arts instruction.
- Purchase additional musical instruments and equipment that allow students to participate in music education and explore foundational music skills.
- Provide instructional resources and classroom materials that support arts integration across grade levels and increase student engagement through creative learning experiences.

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

Hispanic (HI):

Students with Disabilities (SWD):

African American (AA):

English Learner (EL):

- Provide standards-based visual and performing arts instruction to ensure all students have access to arts education
- Integrate arts instruction into classroom learning to increase student engagement, creativity, and collaboration.

Family Engagement

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

- Support student art displays, performances, and showcases that provide students opportunities to share their work and celebrate creativity within the school community.

Professional Learning

Describe Professional Learning related to this action.

- Fund professional learning opportunities for staff to support effective implementation of arts instruction aligned to California Arts Standards.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

We will achieve these changes in knowledge and learning through expanded access to standards-based arts instruction supported through California Proposition 28 – Arts and Music in Schools Funding Guarantee and Accountability Act.

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

Shape these behaviors...

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

We will shape these behaviors by increasing student participation, engagement, and confidence in creative learning through consistent access to arts and music instruction supported by California Proposition 28 – Arts and Music in Schools Funding Guarantee and Accountability Act.

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.

And ultimately achieve these impacts through sustained implementation of arts and music instruction supported by California Proposition 28 – Arts and Music in Schools Funding Guarantee and Accountability Act.

Example: Classroom walkthroughs and student work samples will be used to monitor the implementation of arts instruction and student engagement in creative learning experiences.

Outcomes measured by: walkthrough data, student participation in arts lessons, and evidence of student-created artwork or performances.

Target: 70% of classroom observations will show students engaged in arts-based learning experiences or integrated creative activities in the short term.

Outcomes monitored by: Principal, Vice Principal, arts instructors, and classroom teachers.

Example: Student participation in arts instruction, student engagement during lessons, and completion of arts-based projects.

Outcomes measured by: classroom walkthrough data, student participation in arts activities, and evidence of completed student art projects or performances.

Target: Student engagement and participation in arts-based learning opportunities will increase, with at least **80% of students actively participating in arts lessons and creative projects** across grade levels.

Outcomes monitored by: teachers, grade-level PLCs, and administration.

Example: Increased student engagement, school connectedness, and participation in creative learning opportunities across grade levels.

Outcomes measured by: student engagement data, participation in arts programs, and positive trends in attendance and school climate indicators.

Target: Increase student participation in arts-based learning opportunities and improve overall student engagement, contributing to improved attendance and positive school climate.

Outcomes monitored by: Principal, Vice Principal, and teachers.

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

Attendance

Action Details

Equitable Access

Increase attendance and decrease the tardy rate of all students. Robinson will be provided with a Part-Time Spanish-speaking Home School Liaison to facilitate parent involvement in education.

The HSL will create a list biweekly of Chronic Students with the results given to the 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 increase parent attendance at school-sponsored events, resulting in greater parent involvement, use of support services, and registration for Edu-text and Parent Square.

Increase student engagement at school through adult connections, 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.

Develop an Attendance Team that collaborates with the TST and CCT team to identify students who need attendance support, identify attendance trends, and create school-wide and individual attendance support plans that include incentives and community schools support

Direct Instructional Services

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

- 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 severe and 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 the student is witnessed doing something kind or 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 building a relationship with a particular student at school to talk with and motivate improved attendance and behavior.
- Tier 2: Tier-2 Specialist to provide social-emotional support for students.

- Tier 2: Attendance Team work collaboratively to develop school-wide and individual attendance incentive plans
- Students referred to the Student Success Team or TST when necessary to determine Tier 2 intervention supports based on the effects of attendance on academic success.
- Tier 3: Counseling services as needed from All 4 Youth and referrals for counseling outside of school through Care Solace

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 (8.5/0%) as the schoolwide population (20.3/8%), according to the 25/26 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 the 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?

Socio-economically Disadvantaged (SED): 37.8% (Chronically Absent/2025-2026)

African American (AA): 44.9%% (Chronically Absent/2025-26)

Asian (AS): 39.1% (Chronically Absent/2025-2026)

Students with Disabilities (SWD): 43.2% (Chronically Absent/2025-26)

White: 37.2% (Chronically Absent/2025-26)

- 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?

Socio-economically Disadvantaged (SED):

African American (AA):

Asian (AS):

Students with Disabilities (SWD):

White:

- Parent Coffee Hours will consistently have a component about attendance. Coffee and food will be provided for parents.
- Perfect Attendance will receive a special certificate at the awards ceremonies.

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

Socio-economically Disadvantaged (SED):

African American (AA):

Students with Disabilities (SWD):

White:

- Data for each student group will be monitored biweekly.
- Each staff member will pick "focus" students to talk to and build relationships with to motivate improved attendance and behavior.
- Administrators and office staff will communicate constantly with all Tier 2 and 3 students to plan the next steps.
- SSTs will be utilized to support students with high absences.
- 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.

Family Engagement

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

- Utilize the Spanish-speaking Home School Liaison to build strong relationships with families, provide translation support, and help families understand the importance of consistent attendance and arriving on time to school.
- Communicate regularly with families about attendance through phone calls, messages, and Parent Square, ensuring information is accessible and available in families' home languages when possible.

- Conduct outreach, including phone calls and home visits, by the administration and the Home School Liaison, to partner with families of students experiencing chronic absenteeism or frequent tardiness and to identify ways the school can support improved attendance.
- Encourage families to participate in school events, attendance celebrations, and informational meetings that highlight the importance of daily attendance and strong school-home partnerships.
- Promote registration and use of Edu-text to ensure families receive timely updates, reminders, and important school information related to attendance and school events.
- Create inclusive school events, such as attendance rallies, assemblies, and recognition celebrations, inviting families to celebrate student success and build a positive school community.
- Provide opportunities for students to engage in clubs, mentorship, and programs such as the Positivity Project, helping families see school as a welcoming place where students feel connected and motivated to attend regularly.
- Recognize and celebrate improved and consistent attendance through incentives, certificates, and school-wide recognition events that families can participate in and celebrate with their students.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning for staff on effective strategies to improve student attendance and reduce tardiness through positive relationships and strong school-family partnerships.
- Train staff to use attendance data to identify patterns of chronic absenteeism and develop targeted supports for students and families.
- Support staff in understanding the role of the Home School Liaison and how to collaborate effectively to connect families with resources and support services.
- Provide training on creating positive classroom environments and meaningful student connections that increase engagement and encourage consistent attendance.
- Collaborate during staff meetings and professional learning time to review attendance data, share successful strategies, and plan schoolwide efforts such as attendance incentives and recognition programs.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

Shape these behaviors...

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Ultimately achieve these impacts 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

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 10% 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

- 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 are decreasing by at least 25% over three years.
- Increased percentage of students meeting or exceeding standards on SBAC assessments.

Outcomes Ultimately achieve these impacts by...monitored by...

Principal, VP, teachers, district leadership, HSL, Community School Coordinator, and student support teams.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for field trips.	5,000.00
G2A2	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA Overage **Budget lines for personnel include salaries and related benefits	3,000.00

$8,000.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Family connection to school site

Action Details

Community Engagement

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.

Direct Instructional Services

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

Student 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 TST and Student Study Team for additional intervention support.
- Back to School Night
- Open House
- Awards Assemblies
- Winter and Spring Music Concert
- Monthly Community Coffee Hour
- 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 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, and 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):

- 4 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):

- Positivity Project-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
- (AA) A4 collaboration with families around intervention supports and progress
- (AA) BSU club before school and after school activities

Family Engagement

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

- 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
- Meetings scheduled at a variety of times

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning to staff focused on strengthening family engagement and building welcoming school environments for all families.
- Support staff in developing effective communication strategies to keep families informed and involved in their child's education.
- Provide training on culturally responsive practices to ensure all families feel valued and included in the school community.
- Collaborate during team meetings and professional learning time to share strategies for increasing participation in parent meetings and school events.

- Provide leadership support, resources, and opportunities for reflection to help staff continuously improve family engagement practices.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

- **Parent Communication & Outreach:** Robinson Elementary will continue the Roadrunner Weekly parent newsletter to increase parent awareness of school events and opportunities. We will publish on Parent Square weekly.
- *Outcomes will be measured by newsletter distribution, open rates on Parent Square communications, and parent survey feedback.*
- *Outcomes are monitored by the administration, HSL, and Community School Coordinator.*
- **Parent Meeting Attendance Growth:** The school will increase parent meeting attendance by 20% in the first semester through flexible scheduling and childcare support.
- *Outcomes are measured by attendance records from parent-teacher conferences, parent events, and PTA meetings.*
- *Outcomes are monitored by school leadership, HSL, and the Community School Coordinator.*

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.

- **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.
- *Outcomes are measured by attendance logs and participation trends. Outcomes are monitored by administration, HSL, and the Community School Coordinator.*
- **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.
- *Outcomes measured by volunteer sign-ups, event participation records, and committee membership logs.*
- *Outcomes are monitored by administration, HSL, and the Community School Coordinator.*

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.

- By June 2027, 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 98% positive response rate regarding feeling welcomed and involved in their child's education.

Outcomes are measured by attendance records, parent engagement data, and school climate surveys.

- *Outcomes are monitored by administration, HSL, School Leadership Team, and the Community School Coordinator.*

- **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. *Outcomes are measured by attendance records and parent feedback surveys. Outcomes are monitored by the administration and the Community School Coordinator.*
- **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.
- *Outcomes are measured by parent surveys and feedback forms.*
- *Outcomes are monitored by the administration and Community School Coordinator.*

- **Improved Parent Perception of School Climate:** 97% of parents will report positively in the Family Engagement Domain, as measured by beginning-year climate surveys.
- *Outcomes measured by parent climate and culture survey results.*
- *Outcomes are monitored by administration, HSL, and the Community School Coordinator.*

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/Materials/Supplies *No Food or Incentives*	1,984.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for Training/SST/IEP/Planning Days/Data Chats/DIBELS **Budget lines for personnel include salaries and related benefits	35,811.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin sub for IEP/SST Days **Budget lines for personnel include salaries and related benefits	5,969.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Food for Parent Meetings	3,000.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Home School Liaison- Local Mileage	250.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Ovr			Translators for conferences **Budget lines for personnel include salaries and related benefits	1,037.00

$48,551.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0380 Robinson Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0380	1110	1000	4200	Bks & Ref					G1A1	Positivity Project, Supplemental Curriculum: Magnetic, OG, etc.	14,461.00
060	3010	0380	1110	1000	4400	Nc-Equipment					G1A1	Technology for student/teacher laptops and other large items.	6,967.00
060	3010	0380	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : 4 Teaching Fellows for 3.5 hrs per day Math/ELA intervention support	45,036.00
060	3010	0380	1110	2495	4300	Mat & Supp					G3A1	Parent Participation/Materials/Supplies *No Food or Incentives*	1,984.00
030	7090	0380	1110	1000	1120	Teacher-Subs					G3A1	Teacher subs for Training/SST/IEP/Planning Days/Data Chats/DIBELS **Budget lines for personnel include salaries and related benefits	35,811.00
030	7090	0380	1110	1000	1160	Teacher-Supp					G1A1	After-school Supplemental Tutoring Contracts/ Kinder Summer Assessment Contract **Budget lines for personnel include salaries and related benefits	14,724.00
030	7090	0380	1110	1000	2160	Ins Aide-Sup					G1A4	Classified Supplemental Contracts to support students for SEL. **Budget lines for personnel include salaries and related benefits	15,600.00
030	7090	0380	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies- Office and Classroom supplies (Office Max, Amazon, Instructional Curriculum, digital licenses for online programs and materials, Assemblies, Positive Recognition, Goal 2	95,266.00
030	7090	0380	1110	1000	4400	Nc-Equipment					G1A1	Technology is replaced as needed (laptops, printers, and other large items.	7,532.00
030	7090	0380	1110	1000	5221	Travel					G1A1	Travel	500.00
030	7090	0380	1110	1000	5631	Off Eq Lease					G1A1	: Ricoh Copier Lease	1,000.00
030	7090	0380	1110	1000	5721	Direct Trans					G2A1	Transportation for field trips.	5,000.00
030	7090	0380	1110	1000	5723	Direct-Maint					G1A1	Technology repair/replace teacher and student laptops, printers, and other large items.	5,000.00
030	7090	0380	1110	1000	5899	Cons Svc/Oth					G3A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0380	1110	2100	1320	Crt Supr-Sub					G3A1	Admin sub for IEP/SST Days **Budget lines for personnel include salaries and related benefits	5,969.00
030	7090	0380	1110	2495	4300	Mat & Supp					G3A1	Food for Parent Meetings	3,000.00
030	7090	0380	1110	3130	5211	Local Mileag					G3A1	Home School Liaison- Local Mileage	250.00
030	7090	0380	1110	3900	2920	Oth Cls-Sub					G2A2	NTA Overage **Budget lines for personnel include salaries and related benefits	3,000.00
030	7091	0380	4760	1000	1120	Teacher-Subs					G1A3	ELPAC assessors **Budget lines for personnel include salaries and related benefits	7,162.00
030	7091	0380	4760	1000	4200	Bks & Ref					G1A1	Books, Supplemental Materials, Digital Licenses	8,481.00
030	7091	0380	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies- ELD Materials, Supplemental Curriculum	10,000.00
030	7091	0380	4760	3130	2240	Cls Sup-Ovr					G3A2	Translators for conferences **Budget lines for personnel include salaries and related benefits	1,037.00

$288,280.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$68,448.00
Sup & Conc	7090	$193,152.00
LCFF: EL	7091	$26,680.00
Grand Total		**$288,280.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$231,729.00
G2 - The Whole Child (SEL and Engagement)	$8,000.00
G3 - Operational Excellence	$48,551.00
Grand Total	**$288,280.00**