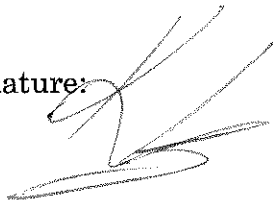


Robinson Elementary

10621666006456

Principal's Name: Kelley Auston

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kelley Auston	X				
2. Chairperson – Paul Mullen				X	
3. Arely Romero			X		
4. Brandy Hicks				X	
5. Kathy Pauls		X			
6. Laurie Hiebert		X			
7. Kathrin Wolverton				X	
8. Melanie Verdugo				X	
9. Jessica Garcia		X		X	
10. Geri Bukilica					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
<p>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.</p>			
Title	Print Name Below	Signature Below	Date
Principal	Kelley Auston		
SSC Chairperson			

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	\$46,958 *
7090	LCFF Supplemental & Concentration	\$156,455
7091	LCFF for English Learners	\$14,478
		\$217,891
TOTAL 2020/21 ON-SITE ALLOCATION		\$217,891

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,329
Remaining Title I funds are at the discretion of the School Site Council	\$45,629
Total Title I Allocation	\$46,958

Robinson Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.827 %	39.431 %	2018-2019	46.431 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.5 %	31.301 %	2018-2019	38.301 %
SBAC ELA Distance from Level 3 (African American)		-15.2 pts	2018-2019	15.8 pts
SBAC Math Distance from Level 3 (African American)		-41.8 pts	2018-2019	0.2 pts

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Robinson students scored 40% proficient during the 18-19 school year in the area of ELA. This was a 0 % gain or loss from the 17-18 school year. There has been a school-wide focus on PLCs, goal setting, CFAs, and student recognition for achieving goals and growth.

SBAC ELA Distance from Level 3 (African American)

African Americans have improved 15.8% in ELA from the 17-18 scores to 44.4%. The focus at Robinson during the 19-20 school year has been about surfacing the inequities in the areas of academics, suspensions, attendance, and testing data in order to provide supports and solutions.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Robinson students scored 31.3% proficient during the 18-19 school year in the area of math. This was a 5.3 % gain from the 17-18 school year. There has been a school-wide focus on goal setting, CFAs, and student recognition for achieving goals and growth.

SBAC Math Distance from Level 3 (African American)

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Significant subgroups are Hispanic, EL, and African American.

In the area of ELA, the Hispanic subgroup is 5.8% below the school-wide average at 36.9%. This is a 3.2% decrease from the 17-18 school year.

In the area of ELA, EL students meeting or exceeding standards is significantly below the school-wide average at 9.1%. This is a 2.7 % decrease from the 17-18 school year. EL students will be given priority over other subgroups for tutoring, math clubs, and other supports available.

Key Factors are Reading intervention for ALL students but there has been no focus for specific subgroups. Focus will be on students nearly meeting standards.

SBAC ELA Distance from Level 3 (African American)

African American students are 15.8 below the school average in the area of ELA. These students will be given first priority as needed for tutoring, any math clubs, and other extra supports available. Interventions in the classroom will be closely monitored. Key Factors are Reading intervention for ALL students but there has been no focus for specific subgroups.

African Americans scored 22.2% in math on the SBAC during the 18-19 school year. This is a 4.3% improvement from the 17-18 school year but is still 8.4 % below the district average. The focus at Robinson during the 19-20 school year has been about surfacing the inequities in the areas of academics, suspensions, attendance, and testing data in order to provide supports and solutions. Teachers have been using data for intervention but not giving priority to African American students not meeting standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Significant subgroups are Hispanic, EL, and African American.

In the area of math, the Hispanic subgroup is 0.2% about the school-wide average.

In the area of math EL students meeting or exceeding standards is significantly below the school-wide average at 5.9%. This is a 2.4 % decrease from the 16.17 school year. EL students will be given priority over other subgroups for tutoring, math clubs, and other supports available.

SBAC Math Distance from Level 3 (African American)

- African American students are 4.8% below the school average. These students will be given first priority for tutoring, any math clubs, and other extra supports available. Priority was not given to African American students in previous years.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. What is working and why?

- **Teaching Fellows have provided support for RTI instruction. Teachers have been assigning I Ready lessons for standards that students where students are low.**
- **Teachers are color coding CFA's with the same levels for each grade level, based on proficiency levels.**

2. What is not working and why?

- **Kindergarten just started using tablets need to start at beginning of the year. Need more computers and headphones for all classes to have class sets.**
- **Majority of students do not know basic math facts within a time limit. There is a need for more class practice.**
- **Students are working on Iready math lessons instead of reflex math. Determine need for eliminating reflex math next year**
- **Students have access to the IAbbs, but to varying degrees depending on classroom and/or grade level. A schedule for completing needs to be created.**
- **Teachers are providing tutoring for students not meeting standards, however, priority needs to be given to disproportionate groups such as African American and ELL.**

3. Identify resource inequities or other key factors of disproportionality of low-performing student groups.

- **EL and Disadvantaged are the lowest performing subgroups, with 36% and 33% meeting or exceeding standards in ELA**
- **EL 0% met or exceeded standards on SBAC in Math. African American students at 22.1% No intervention program at current time for them.**

4. Identify current changes from the intended 2019/20 SPSA.

- **ELD CT has been out on leave all year.**
- **Need to focus on basic math facts at each grade level and reward when students meet levels.**
- **Need to prioritize the need for students receiving extra support. African American students who are struggling will receive first priority.**

5. Modification(s) based on evaluation results.

- **Evaluate need for 3 Teaching Fellows – time, days of the week, etc.**
- **Discontinue Reflex math. Students are doing I ready lessons instead of Reflex and students are not doing Reflex at home.**

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The focus at Robinson during the 19-20 school year has been about surfacing the inequities in the areas of academics, suspensions, attendance, and testing data in order to provide supports and solutions. Teachers have been using data for intervention but not giving priority to African American students not meeting standards. This will be a priority in the 20-21 school year.

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

1 SSC:

On 19-20, SPSA goal was 55% in ELA and 39.3% in math .
SSC input regarding priority of interventions and expenditures
Continue to maintain sets of laptops for K-6
ASP tutoring to be continued as funds allow.
Revisit the addition of a certificated tutor after the 20-21 school year begins.

2 ELAC:

ELAC input regarding priority of interventions and expenditures

Continue to maintain sets of laptops for K-6
ASP tutoring to be continued as funds allow.

Revisit the addition of a certificated tutor after the 20-21 school year begins.

3 Staff:

Staff input regarding priority of interventions and expenditures
Continue to utilize and improve RTI for all grades
Maintain sets of tablets for all grades.
Revisit the addition of a certificated tutor after the 20-21 school year begins.
Continue RCA position to support SE growth.

Action 1

Title: Action 1: English Language Arts

Action Details:

Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 grade level per year in the content area of English and Language arts as evidenced by student reading and writing.

Robinson will implement an intervention plan, by grade level, utilizing Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The teacher will be the primary provider of small group intervention lessons. Tutors will assist with foundational skill building activities, homework/classwork support and supplemental intervention in areas of need. ELA instruction and Intervention will be designed to support the needs of students not meeting grade level standards in reading and writing, or providing enrichment for those students who have achieved mastery. Student need will be determined by using common formative assessment, I-ready, CAASP, BPST and BAS assessments as well as teacher input and student grades

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- PLC's will plan common formative assessments aligned to focus standards.
- PLC's will collaboratively review data and plan RTI for students.
- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Systematic intervention groups will be formed based on student needs in relation to standards.
- Basic Phonics Skill Test
- I-Ready Assessments
- BAS/Fluency (1)
- SBAC Assessment
- AC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- PL by PLC once per quarter as part of CCI process.
- School writing protocol (aligned with The Write Tools) providing a common writing structure for all students.
- Student grades will be monitored by teachers, administration and parents to ensure growth and targeting of students with D's and/or F's for academic support.

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Admin

Grade Level Assessments

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP
- Certificated Tutor
- PLC teams
- Admin.

Timeline:

- *Planning of formative assessments for 2020-2021 begins in May 2020.*
- *Expectation is common formative assessments given bi-monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.*
- *Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.*
- *Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. September of 2020 - In class RTI for K-6 grade. Lunch time and after school tutorial for K-6 grades to begin. . -*
- *Teachers will assess students at the beginning of RTI and at end of quarter to reassess placement*
- *Ongoing CCI with lead teachers.*
- *Data chats will occur by grade after each interim assessment to discuss student progress, set goals and plan for next steps.*
- *Coverage will be provided so that teachers can observe their peers as needed and if funds are available*

District Assessments:

- *Three times per year*

Grade Level Assessments:

- *Weekly*

Progress Monitoring:

- *Every 2-6 weeks*

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

- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, computer carts, printers, or other supplies to complete the program needs of students including maintenance and repair of technology.
- Classroom instruction will be formulated using the FUSD adopted curriculum.
- Increase the use and availability of technology in support of digital literacy for students in alignment with the State Standards for Technology.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Tier 2 Support: Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessments quarterly.
- Tier 3 support: students not meeting grade level standards will be referred to Student Study Team for additional support.

- Teaching Fellows and paraprofessionals will be utilized during the ELA block to provide targeted instruction on specific areas of student need. These students will have priority for after school support.
- Students in grades K– 6 scoring significantly below grade level will be evaluated through SST.
- Students in K-6th grade will be provided in class intervention/deployment in the area of reading based on CFAs, I-Ready, and/or BAS assessment results with Tier 2 support.
- Student organization through purchase of agendas and appropriate materials and supplies.
- Intervention will be prescribed to students based on assessed needs utilizing BPST, BAS, ELA/Math I-Ready Assessment, ELA/Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern. Teachers to provide additional interventions to identified EL students, foster, and economically disadvantaged.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs Tier 2 support in grades 1-6
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on African American, Foster Youth, EL's & Economically disadvantaged)
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Sensory tools to support behavior and attention to learning
- As funds are available, purchase support materials such as software/online subscriptions, periodicals, and supplemental complex reading materials to improve reading.

Specify enhanced services for EL students:

- EL students will receive extra targeted instruction to support reading comprehension.
- During RTI time teacher with the help of teaching fellows and paras will provide 30 minutes of ELD intervention
- The 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
- Coffee Hour. Parent University and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

Explain the actions for Parent Involvement (required by Title I):

- Teachers will review each student's reading levels/scores during Parent/Teacher Conference in October
- Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences.
- Robinson families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Quarterly Progress Reports
- Quarterly Report Cards Information will be printed in English and Spanish to explain the intervention program and be provided to parents
- weekly newsletter & school website informing parents of upcoming school events and activities
- SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger
- Parent University
- Parent Coffee Hours to provide information and support for families and build relationships/communication

Specify enhanced services for low-performing student groups:

- Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessment quarterly.
- Teaching Fellows and paraprofessionals will be utilized during the ELA block to provide targeted instruction on specific areas of student need. These students will have priority for after school support.
- Students in grades K– 6 scoring significantly below grade level will be evaluated through SST to determine if they should participate in RTI with Tier 2 support.
- Students in K-6th grade will be provided in class intervention/deployment in the area of reading based on CFAs, I-Ready, and/or BAS assessment results with Tier 2 support.
- Intervention will be prescribed to students based on assessed needs utilizing BPST, BAS, ELA/Math I-Ready Assessment, ELA/Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern. Teachers to provide additional interventions to identified African American, EL students, foster, and economically disadvantaged.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6. Students referred through teachers and administrators in collaboration. Alternative recess to support students for various needs Tier 2 support in grades 1-6.
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on African American, Foster Youth, EL's & Economically disadvantaged)

Describe Professional Learning related to this action:

- Professional learning calendar will utilize 45 hours to provide staff training in the areas of challenging content tenants 2-4 of the Instructional Practice Guide in ELA and Math.
- Alignment of classroom grades and assessments
- Consistency of grading school wide, specifically D's and F's (alignment of when students receive a zero)
- Digital Literacy to enhance instruction, increase students time with technology, and online classroom assessments
- Data Analysis aligned to online classroom assessments and district assessments
- Assessments - classroom, district, state
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations. This time will allow teachers to collaborate, co-plan, observe each other, develop assessments, and develop interventions.
- As funds become available, Supplemental Contracts or subs for Professional Learning Communities teams' Scope and Sequence planning, focusing on the four commitments and to design units of study and performance tasks that align with State Standards and incorporate scaffolds for

between home and school.

- Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year
- Parents will collaborate with the school through the use of student agendas/planners, grades 4-6

academic language.

- PLC – PL protocol to be used once per quarter. Teachers will share planning, common formative assessments, student artifacts and intervention plan with colleagues as part of job embedded shared learning, professional development and CCI.
- Hoover Region will continue to collaborate during Buyback Days
- PL books with academic focus, behavioral strategies, and instructional strategies
- SST referral process
- As funds allow, provide funding for training and conferences for the Robinson staff to improve reading instruction.

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings
- Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

Action 2

Title: Action 2: Math

Action Details:

Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 grade level per year in the content area of Math using the District Guaranteed and Viable Curriculum of Go-Math.

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- PLC's will plan common formative assessments aligned to focus standards identified in scope and sequence.
- PLC's will utilize Math quarterly planning guide to align planning and instruction to the coherence, focus and rigor of CCSS standards.
- PLC's will collaboratively review data and plan RTI for students.
- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs. Systematic intervention groups will be formed based on student needs in relation to standards.
- I-Ready Assessments
- SBAC Assessment
- PLC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- Professional Learning by PLC once per quarter as part of CCI process.
- Student grades will be monitored by teachers and parents to ensure growth and targeting of students with D's and/or F's for international support.
- End-of-Unit Math Task Assessment
- Common Math performance task which aligns to the Instructional Practice Guide Tenet 2, 3 and 4.
- I-Ready Math Assessments created by grade level PLC's.

Owner(s):

District Assessments:

- Teachers
- PLC Teams
- Admin

Grade Level Assessments

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- RSP
- Certificated Tutor
- PLC teams
- Admin.

Timeline:

- Planning of formative assessments for 2020-2021 begins in May 2020.
- Common formative assessments Will be given bi-monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.
- Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.
- Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. September of 2020 - RTI block for K-6. Lunch time and after school tutorial for K-6 grades to begin.
- Teachers will assess students at the beginning of RTI and at end of quarter to reassess placement
- Ongoing CCI with lead teachers.

District Assessments

- Three times Per Year

Grade level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, computer carts, printers, or other supplies to complete the program needs of students including maintenance and repair of technology.
- Classroom instruction will be formulated using the FUSD adopted curriculum Go-Math.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Tier 2 Support: Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessments quarterly.
- Tier 3 support: students not meeting grade level standards will be referred to Student Study Team for additional support.
- Student organization through purchase of agendas and appropriate materials and supplies.
- Intervention and enrichment will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math I-Ready Assessment, Math Fluency assessment, Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern. Teacher to provide additional interventions to identified students (focusing on African American, EL students, foster, and economically disadvantaged).
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6 Tier 2 support. Students referred through teachers and administrators in collaboration.

- After school tutoring for select students through the Extended Learning After School Library Program for identified students (focusing on African American, Foster Youth, EL's & Economically disadvantaged)
- Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction, reading intervention program needs, and allow for annotation of text
- Sensory tools to support behavior and attention to learning
- Software program (I-Ready Toolbox, prodigy) for math fluency will be utilized by entire school to increase students fluency levels.
- K-6 grade students receiving D's or F's or scoring below grade level in math will qualify for participation in math intervention to be completed during the instructional day, lunch time or after school.

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

- Teachers will review each student's math levels/scores during Parent/Teacher Conference in October
- Parents will have access to the ATLAS Parent Portal and EduText.
- Back to School Night
- Quarterly Progress Reports
- Quarterly Report Cards Information will be printed in English and Spanish to explain the intervention program and be provided to parents
- Parent University
- Parent Coffee Hours.

Specify enhanced services for low-performing student groups:

- Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessment quarterly.
- Intervention will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math I-Ready Assessment, Math Fluency assessment, Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern. Teacher to provide additional interventions to all students, focusing on identified EL students, foster, and economically disadvantaged.
- Resource Counseling Assistant (RCA) to provide social-emotional support for students throughout the day - grades TK-6 Tier 2 support. Students referred through teachers and administrators in collaboration.
- After school tutoring for select students through the Extended Learning After School Library Program for all students (focusing on: African American, Foster Youth, EL's & Economically disadvantaged)

Describe Professional Learning related to this action:

- Ongoing Professional Development and side-by-side learning with PLC Teams and Administration around tenets of Instructional Practice Guide to support teachers in providing high quality instruction to students.
- Professional learning calendar will utilize 45 hours to provide staff training in the areas of challenging content tenants 2-4.
- As funds become available, Supplemental Contracts or sub release time for Professional Learning Communities teams' to engage in CCI process, plan math units of instruction using scope and sequence and quarterly planning guide, and design a system for students to use modeling/visual representations on a consistent basis to demonstrate understanding of mathematical concepts.
- Each grade level PLC will identify for Math the essential learning/focus standards of each unit of instruction and use this information design instruction, assessments, and intervention for student.
- PLC – PL protocol to be used once per quarter. Teachers will share planning, common formative assessments, student artifacts and intervention plan with colleagues as part of job embedded shared learning, professional development and CCI.
- Ensuring conceptual understanding of mathematics, procedural skill and fluency, and application
- Alignment of classroom grades and formal assessments
- Consistency of grading school wide, specifically D's and F's (alignment of when students receive a zero).
- Analysis of student work to determine individual student need
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- Substitutes and/or supplemental contracts for teachers for instructional planning ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their accountable community
- As funds allow send teachers to math conferences/training to improve math instruction.

Action 3

Title: Action 3: EL Re-designation

Action Details:

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

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

ELA scores on SBAC for EL students will move from 3.8 to 14%

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

Explain the Progress Monitoring and data used for this Action

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

- Quarterly ELPAC chats with EL students and set goals with the students
- ELD standards in planning for language demands
- ELPAC data results
- PLC Teams disaggregated data DRP, KA IG, BPST, BAS and Interim ELA by EL subgroup
- Monitor Re-designation rate throughout the year (Quarterly)
- PLC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD
- PLC Teams to progress monitor ELA standards during Integrated ELD
- Collection of student work samples during classroom walkthroughs
- Classroom Walkthrough Feedback to teachers and AC's using Instructional Practice Guide
- PLC agendas focused on classroom foundations and the 4 grounding questions

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- EL Site Rep
- PLC teams

Timeline:

Students identified and learning goals established by end of August.

Implementation begins with staff development in August 2020, before the first day of school and continues through June 2021

Designated ELD services start in September.

In class support of 1st grade and 2nd grade ELD students begins in September.

Student data reviewed after each assessment of I-Ready

Teachers will monitor redesignated students quarterly

District Assessments:

- Three times per year

Grade Level Assessments:

- weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- Teachers will provide designated English Language Development for 30 minutes a day for all English Language Learners during RTI time with the help of Teaching Fellows and para professionals..
- Push in 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.

Specify enhanced services for EL students:

- EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for ELL students.
- Vice-Principal, Principal, and HSL will support EL students and families through interpreting, outreach, home visits and related services.
- Teachers will monitor ELD progress towards redesignation.

Explain the actions for Parent Involvement (required by Title I):

- Interpreters will be provided for parents at Parent Teacher Conferences
- Teachers will review ELPAC, and I-Ready scores with parents and students.
- Tier 1 support: Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.
- Tier 2 Support: Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessments quarterly.
- Tier 3 support: students not meeting grade level standards will be referred to Student Study Team for additional support.
- Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings
- Teachers will review each student's reading levels/scores during Parent/Teacher Conference in October
- Each teacher will provide a review of the EDUTEXT & Parent Portal during Back to School Night and fall Parent Conferences.
- Robinson families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students
- Quarterly Progress Reports
- Quarterly Report Cards Information will be printed in English and Spanish to explain the intervention program and be provided to parents
- weekly newsletter & school website informing parents of upcoming school events and activities
- SSC/ELAC/PTA meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, school website, and School Messenger
- Parent University
- Parent Coffee Hours to provide information and support for families and build relationships/communication between home and school.
- Parents will also be invited to student celebrations/recognition assemblies and programs throughout the year

Specify enhanced services for low-performing student groups:

- Teachers will provide Integrated ELD throughout the instructional day across the subject areas.

Describe Professional Learning related to this action:

- Training on how to interpret data results from the ELPAC, BPST, BAS, I-Ready ELA and common formative assessments. EL Goal Setting Report to identify target students and their instructional needs.
- Provide professional learning in the areas of designated and integrated ELD.
- ELD Standards professional learning.
- Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			repair/replace teacher and student laptops, projectors and other large items. Action 1.1, 1.2	18,017.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : teaching fellows for intervention Action 1.1, 1.2, 1.3	27,612.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher - substitute salaries - SST, planning, observe, data chats. Action 1.1, 1.2, 1.3	6,536.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental tutoring, kinder supplemental, Action 1.1, 1.2	6,830.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide supplemental contracts	1.00
G1A1	Sup & Conc	Instruction	Bks & Ref			materials and supplies I-ready toolbox, Accelerated Reader software. Action 1.2, 2.1, 4.1, 4.2	9,385.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies assemblies, positive recognition. Action 2.1, 4.1, 4.2	21,971.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - repair/replace teacher and student laptops, projectors and other large items.1.1, 1.2	40,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			maintenance/repair copy machine, tablets. Action 1.1, 1.2	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G1/A2, G1/A3, G2/A1 & G4/A2	45,466.00
G1A3	LCFF: EL	Instruction	Mat & Supp			materials and supplies ELD materials, laptops. Action 1.3	13,478.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors/interpreter. Action 1.3	1,000.00

\$191,796.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	58.042 %	99.383 %	2018-2019	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Goal 2 Participation Rate

Students in Gr. 4-6 have an opportunity to participate in sports

Students in Gr. 5-6 have an opportunity to participate in Safety Patrol.

Students in Gr. 3-6 have an opportunity to participate in Cross Country.

Students in Gr. 2-6 have an opportunity to participate in Music

Students in Gr. 3-6 have an opportunity to participate in Student Council

Will increase after school arts/activities/athletics by having teachers/classified staff teach after school clubs of their choice with supplemental contracts.

Clubs are announced at recess and during morning announcements. Students are given opportunities to participate in a variety of clubs, including but not limited to, gardening, science, sports, etc.

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

Goal 2 Participation Rate

All students have an opportunity to participate regardless of ethnicity, so disproportionality is not a factor for any significant subgroups. Engagement opportunities are during the school day, as well as after school.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Need to clarify data entry for engagements - if attendance is not taken for each event, some data is off set.

Actual school Goal 2 participation in 2019-2020 went down from 99.4% to 92.7%. School year ending early did not allow for complete data entry.

African American participation in 2019-2020 went down from 100% to 94.3%

Budget expenditures are adequate to meet the needs of Goal 2

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Teachers will be required to enter all data for their individual clubs, sports, events to increase accurate data within 1 week of activity

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

1 SSC:

Continue to increase opportunities for students to participate in after school opportunities.
Continue after school tutoring both in primary and upper grade.

2 ELAC:

After school activities for students supervised by aides to engage students in school.
Tutoring for math and ELD after school
motivational rallies

3 Staff:

Need to clarify data entry for engagements - if attendance is not aken for each event, some data is off set.
Positive feedback for including classified staff in teaching opportunities for after school clubs.

Action 1

Title: Action 1: Engagement

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

- Ongoing beginning first day of school and continues through June 2021
- Quarterly review of student engagement data
- Weekly updated Volunteer Applications
- Teachers/Admin will monitor engagement data after each activity, especially for low performing groups.

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

- Students of the Month to honor students demonstrating the Character Counts pillars
- Tier 1: Math and Writer of the Quarter, sports awards – to honor either excellence or improvement,
- Monthly and quarterly awards of recognition to celebrate participation and achievements.
- Tier 2: RCA room – participation for all students to provide opportunities to be engaged in arts, activities, and athletics
- Resource Counseling Assistant to provide social-emotional support for students
- Electives/clubs 45 minutes once a week to improve connection to school
- Weekly class meetings for 30 minutes
- Clubs to focus on leadership, services to others such as : Student Council, Peer Mediators, Peach Blossom
- Assemblies, presentations, and Goal 2 enrichment trips to foster school participation and interest
- When classes finish the ATTENDANCE award for having perfect attendance for 10 days they will receive a special reward for the entire class such as “popcorn” party.
- Continue Implementation of classroom software such as, but not limited to AR, I-Ready Toolbox to be utilized as a motivating activity to build confidence, self-esteem, and self worth.
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
- Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Materials and supplies including but not limited to sports equipment, uniforms, t-shirts, art supplies, school supplies, student incentives, awards and other items necessary to facilitate meaningful and engaging student Goal 2 opportunities

Specify enhanced services for EL students:

Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content, high level of student ownership and exposure to a variety of career opportunities. During special events make sure to have a list of students that fall in this category and get them involved. After each activity will collect data on participation rate. Use RCA to help encourage students social emotionally.

Specify enhanced services for low-performing student groups:

Students will be encouraged to join After School Clubs to foster a connection to school. Saturday School will provide an opportunity to make up absences or re-engage with school. During special events make sure to have a list of students that fall in this category and get them involved. After each activity will collect data on participation rate. Use RCA to help encourage students social emotionally.

Explain the actions for Parent Involvement (required by Title I):

- Parents will be informed about Monthly Rewards, and Roadrunner Canyon recess opportunities for students

Describe Professional Learning related to this action:

- Teachers will receive updates and information regarding parent outreach efforts and calendars
- Teachers will receive updates and information regarding student engagement

- Parents will be informed about opportunities for students to participate during morning and lunch recess in designated activities
- Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be informed about educational study trips, provided by the district and by the site, and give permission for students to participate
- Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Parent information will be distributed in weekly newsletter, Robinson website, and in School Messengers throughout the year
- Staff/Student/Parent Compact
- Parent University will work in conjunction with Robinson to offer on-going parent education classes provided by the district office
- SSC/ELAC/PTA meetings will be scheduled throughout the year
- Title One Parent Meeting and Back to School Night will be scheduled in August
- Parent teacher conferences will be scheduled at the end of the first quarter and all parents will be encouraged to attend
- Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly awards assemblies, and other special events
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Staff collaboration to determine electives and Goal 2 activities w/clubs.
- Student Engagement (Goal 2 Activities)
- Review Goal 2 Student Engagement participation (from ATLAS reports), each semester with staff
- Review procedures for Atlas documentation of Goal 2 engagements, positive behaviors and study trips.
- Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions.
- Review Monthly rewards and "Roadrunner Canyon" procedures and participation guidelines

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	93.421 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	93.333 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	95.161 %	2018-2019	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Exposure to Careers - 3rd Grade

All Students participated in Bricks for Kids

All students must be given the opportunity to attend these fieldtrips either through the use of parent chaperones or para chaperones or use of the RCA. This provides the behavior supports needed for student success

Exposure to Careers - 4th Grade

Exposure to Careers - 4th Grade

All students attended Chaffee Zoo

All students must be given the opportunity to attend these fieldtrips either through the use of parent chaperones or para chaperones or use of the RCA. This provides the behavior supports needed for student success

Exposure to Careers - 6th Grade

Exposure to Careers - 6th Grade

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

Exposure to Careers - 3rd Grade

Exposure to Careers - 3rd Grade

Need to clarify data entry for engagements - if attendance is not taken for each event, some data is off set. Positive feedback for including classified staff in teaching opportunities for after school clubs.

Exposure to Careers - 4th Grade

Exposure to Careers - 4th Grade

Need to clarify data entry for engagements - if attendance is not taken for each event, some data is off set. Positive feedback for including classified staff in teaching opportunities for after school clubs.

Exposure to Careers - 6th Grade

Exposure to Careers - 6th Grade

Need to clarify data entry for engagements - if attendance is not taken for each event, some data is off set. Positive feedback for including classified staff in teaching opportunities for after school clubs.

All students attended College Campus Tour

All students must be given the opportunity to attend these fieldtrips either through the use of parent chaperones or para chaperones or use of the RCA. This provides the behavior supports needed for student success

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Parents not letting students go on field trips or forgetting to sign permission slips.

Budget expenditures are not a problem

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Class lists given 1 week ahead of trip with a list of those students who do not have a permission slip signed. HSL will contact parents and make a home visit if needed.

Teachers will add data into Atlas engagement after each trip to ensure accurate data is being given within 1 week of attending trip.

Increase transportation budget line to provide more transportation if needed.

All field trips will be arranged within the first 3 weeks of the school year.

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

1 SSC:

Parents appreciate the additional opportunities for their children to participate in field trips.

2 ELAC:

Continue with field trips
Motivational rallies - community members
Coffee Hour with principal

3 Staff:

Continue to explore ways to expose students to careers.
Encourage parents to sign permission slips to attend field trips.
Attend other career opportunities given through Fresno Unified such as: plays at Fresno State, Roosevelt Performing Arts, etc.

Action 1

Title: Action 1: Career Opportunities

Action Details:

Robinson Elementary will provide a wide array of opportunities for students to demonstrate the character and competencies for workplace success.

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

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 – Engagement Data
- Events/Activities

Owner(s):

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

Timeline:

- Ongoing beginning first day of school and continues through June 2021.
- Quarterly review of student engagement data
- Teachers/Admin will monitor engagement data after each activity.

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

- Students will have opportunities to participate in district provided college and career readiness opportunities, such as:
 - Bricks for Kids - grade 3
 - Young Chef's Academy - grade 4
 - College Campus Tour - grade 6
- Expose students to a variety of career opportunities through:
 - Field trips
 - Career Speakers
 - Career Day
 - Assemblies
 - Various school events/activities
- Invite students to Extended School Year to participate in the CTE program for grades 3-5
- Continue to implement technology to prepare students for workplace competencies
- Develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Attention will be placed on making sure that low performing students attend Goal 2 activities.

Explain the actions for Parent Involvement (required by Title I):

- Parents will be informed of opportunities for students to participate in district provided college and career readiness activities.
- Parents will be informed of career opportunities for students
- Parent Coffee to provide information for families

Describe Professional Learning related to this action:

Teachers will receive information regarding:

- District provided opportunities
- Field Trips
- Career speakers
Research ideas
- Technology

Engagements will be entered in ATLAS

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation. Action 3.1	500.00

\$500.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	10.23 %	11.134 %	2018-2019	9.134 %
Suspensions Per 100	13.894 %	9.286 %	2018-2019	8.286 %
Chronic Absenteeism (African American)		13.2 %	2018-2019	11.2 %
Suspension Rate (African American)		13.9 %	2018-2019	10.9 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Chronic Absenteeism Factors contributing:

- HSL home visits
- Saturday Academy to recover absences
- Increase student participation in activities
- Whole class attendance incentives
- RCA hired to help with social emotional

Chronic Absenteeism (African American)

Chronic Absenteeism Factors contributing:

- HSL home visits
- Saturday Academy to recover absences
- Increase student participation in activities
- Whole class attendance incentives
- RCA hired to help with social emotional

Suspension Rate (African American)

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

Chronic Absenteeism

Chronic Absenteeism: Over the past three years data is as follows: decrease from 13.8 to 13.6 overall. For Hispanic students, increase from 14.0 to 14.3, Increase EL students 6.5 to 8.8

Highest grade levels for Chronic Absenteeism is Kindergarten and 1st.

Chronic Absenteeism (African American)

African American have decreased Chronic Absenteeism over the last 3 years from 23.5 to 21.2

Suspension Rate (African American)

Current data over the last 3 years is as follows: African American 16.07-10.94

Suspensions Per 100

Current data over the last 3 years is as follows: Hispanic 11.63- 0, EL 4.26 - 0

Grade 3 has the highest suspension rate.

Increase in student incentives.

PL-Relationship building, trauma, review CHAMPS

Saturday Academy to re-engage students in school.

RCA hired to help with social emotional

Suspensions Per 100

Increase in student incentives.

PL-Relationship building, trauma, review CHAMPS

Saturday Academy to re-engage students in school.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

RCA was hired for 6 hours to help with social emotional

Home School Liaison

Teaching Fellows

These items have had positive impact on student achievement. We increased from 2 Teaching Fellows to 3 which included intervention for our students in grades 1-6.

Home School Liaison has kept our families involved in getting students to school and keeping communication open with our parents. She has assisted in translating at academic meetings for our EL students so parents know how to help their students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Keep teaching fellows 3.5 hours a day 4 days a week

Continue to purchase incentives for attendance

Add assemblies for "Awesome Attendance" that encourage Attendance

Add articles and other resources to develop more understanding about cultural awareness.

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

1 SSC:

.4375 FTE Spanish speaking Home School Liaison to facilitate parent involvement in education

Safe & Civil Anti-Bullying and CHAMP

Second Step training

Quarterly class meeting documentation

School-wide Positive Behavior Incentive System through which students can earn incentives for exhibiting positive behavior.

2 ELAC:

.4375 FTE Spanish speaking Home School Liaison to facilitate parent involvement in education

Safe & Civil Anti-Bullying and CHAMP

Second Step training

Quarterly class meeting documentation

School-wide Positive Behavior Incentive System through which students can earn incentives for exhibiting positive behavior.

3 Staff:

.4375 FTE Spanish speaking Home School Liaison to facilitate parent involvement in education

Safe & Civil Anti-Bullying and CHAMP

Second Step training

Quarterly class meeting documentation

School-wide Positive Behavior Incentive System through which students can earn incentives for exhibiting positive behavior.

Action 1

Title: Action 1: Attendance

[Action Details:](#)

Increase attendance and decrease tardy rate of all students. Robinson will provide a .4375 FTE Spanish speaking Home School Liaison to help facilitate parent involvement in education through the following methods resulting in a decrease in current Chronic Absenteeism Rate and an increase in daily student attendance rate.

Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement, parent use of support services and registration for Edu-text.

Increase student engagement at school, resulting in increased attendance. Provide attendance incentives.

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

Explain the Progress Monitoring and data used for this Action

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

- Weekly/Monthly ATLAS Attendance Reports
- Teacher/Admin. monitoring of identified individual students
- Attendance monitoring tools
- Goal 2 Data to show increased connection to school
- Monthly attendance meetings
- Daily Attendance Phone Calls
- SEL Surveys
- Evaluate responses on the parent, student, and family survey in the spring of 2021 Student survey results will reflect higher levels of "Agree" or "Strongly Agree."
- Monitor parent attendance at school functions and meetings.
- Monitor parent registration of Edu-Text.
- HSL to call and remind parents of Attendance meetings on the night before
- Meetings with specific students (upon parent approval)
- Home Visitations when parents miss Attendance Meetings
- Monthly and quarterly awards of recognition to celebrate participation and achievement.

Owner(s):

Attendance Data:

- Attendance Clerk
- Teachers
- Admin
- HSL

Parent Meetings:

- Attendance Clerk
- Admin.
- HSL

Timeline:

- Quarterly awards
- Quarterly monitoring of Goal 2 engagement
- Review progress of students and school data at monthly Safe and Civil meetings.
- Attendance meetings held monthly
- Ongoing, beginning first day of school and continues through June 2021
- Attendance class incentives as earned.

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

- Classroom teachers, Office Assistant, HSL, and/or school administrators will make a concerned call home when chronically absent students are not at school.
- The Principal, Vice Principal, HSL will conduct home visits of chronically absent students.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor.
- Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.
- The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations. "Caught Being Good"
- When classes finish the ATTENDANCE award for having perfect attendance for 10 days they will receive a special reward for the entire class such as "popcorn" party.
- Awards Assemblies, Safety Patrol, and Peer Mediators to engage students and increase attendance rates while creating a safe school environment
- Weekly Class Meetings and Second Step lessons
- Tier 1: Staff will encourage students to participate in enrichment activities, staff will each be responsible for making a relationship with a particular student at school and talk with them 2 min. a day for 10 days
- Tier 2: Resource Counseling Assistant to provide social-emotional support for students.
- Students referred to Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports based on the effects of attendance on academic success
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover their absence

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Explain the actions for Parent Involvement (required by Title I):

- Robinson families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Staff/Student/Parent Compact
- Parents will be provided information related to how to access the ATLAS parent portal and EDUTEXT

Describe Professional Learning related to this action:

- Review policies and procedures for attendance program and awards assemblies
- Review policies and procedures for daily attendance
- Review policies and procedures for office health referrals
- Update staff on attendance rates and office health referrals.

- Teachers will review individual students' attendance and academic progress at the fall parent conference
- Robinson Website updated to inform parents of important information and events.
- SSC/ELAC/PTA meetings will be scheduled throughout the school year
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year
- Parent University will work in conjunction with Robinson to offer on-going parent education classes provided by the district office
- Spring Open House
- Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Parents are invited to attend Attendance conferences in an effort to improve attendance and support parents.
- Principal, Office Assistant, and Teachers will make contact with families of students who are chronically absent or tardy to encourage improved attendance.
- Title I used to provide communication in parents home language and translation services.
- Food and refreshments for parent meetings
- Weekly Newsletter informing parents of upcoming school events and activities
- Parents will be informed of an opportunity for their child to participate in Saturday Academy (as provided by district office) to recover their absence
- Review process for referring families to HSL for parent outreach and home visit
- Review and promote Saturday Academy and recruit teachers to both lead and/or teach during the offered sessions.
- SST referral process
- OLWEUS Anti-bullying
- Safe and Civil Anti-bullying and CHAMPS
- Second Step Training
- Student Engagement (Goal2) data (Principal, VP, SSC Team)
- Quarterly Class Meeting Documentation (Principal, PLC Teams)
- Climate and Culture Schools (STOIC Training)

Action 2

Title: Action 2: Suspensions

[Action Details:](#)

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

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Classroom/Office Referrals
- Weekly Suspension Data
- MAC/CHAMPS Implementation
- ATLAS misbehavior & positive behavior entries
- Class Meetings – Quarterly documentation of implementation
- Second Step/OLWEUS
- Student Engagement –GOAL 2 activities
- SEL survey Student Survey (Gr. 4-6)
- Staff Survey
- Parent Surveys
- Student Success Team Meetings
- Student Behavior Plans and Informal Behavior Contracts

Owner(s):

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

Timeline:

Ongoing beginning first day of school and continues through June 2021.

Data reviewed monthly by Safe & Civil Schools Team

Monthly feedback from RCA to teachers and admin.

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

psychologist to give quarterly report to Admin on behaviors.

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

- All classrooms will implement Class Meetings and Second Step lessons weekly
- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement school wide anti-bullying program, Olweus
- Monthly Rewards for students for behavior, attendance, effort each month will focus on a different area.
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Substitute administration (if needed) to provide student safety at all times.
- Tier 1: All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus
- Tier 2: Resource Counseling Assistant to provide social-emotional support for students
- Tier 3 :Identified students who are not responding to universal supports will participate in some or all of the following: referral to Resource Counseling assistant, discipline referrals, Behavior Support Plan (BSP) , implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, SPED Assessment, etc.
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Sensory tools to support behavior and attention to learning

Specify enhanced services for EL students:

- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Bilingual HSL to provide support to students and families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.
- Identified students will participate in Tier 2 and 3 academic and behavior interventions

Specify enhanced services for low-performing student groups:

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

Explain the actions for Parent Involvement (required by Title I):

- Robinson families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Staff/Student/Parent Compact
- Parent contact encouraged with Level 2 behaviors and required with Level 3 behaviors
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions

Describe Professional Learning related to this action:

Robinson Discipline: Rules/Expectations for school-wide implementation.

- Tiered Levels of response to behavior
- Second Step
- Class Meetings Olweus
- MAC /CHAMPS

necessary to support individual students

- Parent Coffee to provide information and support for families and build relationships/communication between home and school
- Home School Liaison to provide information and support for families and build relationships/communication between home and school
- Parent University will work in conjunction with Robinson to offer on-going parent education classes provided by the district office

- ATLAS data entry for positive behaviors and misbehaviors
- Positive Behavior Assemblies

Social-Emotional Presentations by site Resource Counselor, and Safe & Civil Schools Team

Safe and Civil School Training for team members and NTA's

Training for teachers to enter data on ATLAS for positive behaviors and misbehaviors

Tough Kids PL book - strategies for off task or non-compliant students

SST referral process

PL around the importance of relationship building.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation/materials supplies - no food/incentives	1,329.00
G4A1	Sup & Conc	Instruction	Local Mileag			Home School Liaison local milage	50.00
G4A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings. Action 4.1	3,500.00
G4A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub	595.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		19,121.00

\$25,595.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0380 Robinson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			repair/replace teacher and student laptops, projectors and other large items. Action 1.1, 1.2	18,017.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : teaching fellows for intervention Action 1.1, 1.2, 1.3	27,612.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher - substitute salaries - SST, planning, observe, data chats. Action 1.1, 1.2, 1.3	6,536.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental tutoring, kinder supplemental, Action 1.1, 1.2	6,830.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Aide supplemental contracts	1.00
G1A1	Sup & Conc	Instruction	Bks & Ref			materials and supplies I-ready toolbox, Accelerated Reader software. Action 1.2, 2.1, 4.1, 4.2	9,385.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies assemblies, positive recognition. Action 2.1, 4.1, 4.2	21,971.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - repair/replace teacher and student laptops, projectors and other large items.1.1, 1.2	40,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			maintenance/repair copy machine, tablets. Action 1.1, 1.2	1,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G1/A2, G1/A3, G2/A1 & G4/A2	45,466.00
G1A3	LCFF: EL	Instruction	Mat & Supp			materials and supplies ELD materials, laptops. Action 1.3	13,478.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors/interpreter. Action 1.3	1,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation. Action 3.1	500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation/materials supplies - no food/incentives	1,329.00
G4A1	Sup & Conc	Instruction	Local Mileag			Home School Liaison local milage	50.00
G4A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings. Action 4.1	3,500.00
G4A2	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin sub	595.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		19,121.00
							\$217,891.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,958.00
Sup & Conc	7090	\$156,455.00
LCFF: EL	7091	\$14,478.00
Grand Total		\$217,891.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$191,796.00
G3 - All students will demonstrate the character and competencies for workplace success	\$500.00
G4 - All students will stay in school on target to graduate	\$25,595.00
Grand Total	\$217,891.00