

**Robinson Elementary**

10621666006456

Principal's Name: Kelley Auston

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>  |

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

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

Consolidated Program Assurances


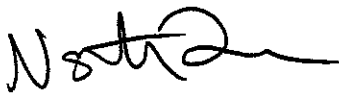
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|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>  |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

School Site Council

| School Site Council List         |           |                   |             |                         |                   |
|----------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                      | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Kelley Auston     | X         |                   |             |                         |                   |
| 2. Chairperson -Nastassja Tucker |           |                   |             | X                       |                   |
| 3. Justine Whitton               |           |                   |             | X                       |                   |
| 4. Kathrine Wolverton            |           |                   |             | X                       |                   |
| 5. Melanie Verdugo               |           |                   |             | X                       |                   |
| 6. Paul Mullen                   |           |                   |             | X                       |                   |
| 7. Cheslea Shuman                |           | X                 |             |                         |                   |
| 8. Staci Siechert                |           | X                 |             |                         |                   |
| 9. Kristy Singley                |           | X                 |             |                         |                   |
| 10. Berenice Montes              |           |                   | X           |                         |                   |
| 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: Robinson Elementary  |                  |  |        |
|---|------------------|--|--------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. |                  |  |        |
| Title   | Print Name Below | Signature Below  | Date   |
| Principal   | Kelley Auston    |  | 4/6/21 |
| SSC Chairperson   | Nastassja Tucker |  | 4/6/21 |

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 2021/22

Robinson - 0380

**ON-SITE ALLOCATION**

|   |   |                  |
|---|---|------------------|
| 3010                                    | Title I   | \$50,485 *       |
| 7090                                    | LCFF Supplemental & Concentration                   | \$169,884        |
| 7091                                    | LCFF for English Learners                           | \$17,415         |
|   |   |                  |
| 7099                                    | School Opening Support <i>(New! One-time funds)</i> | \$19,188         |
| <b>TOTAL 2021/22 ON-SITE ALLOCATION</b> |   | <b>\$256,972</b> |

|   |  |          |
|---|--|----------|
| * 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                            | \$1,317  |
|   | Remaining Title I funds are at the discretion of the School Site Council | \$49,168 |
|   | Total Title I Allocation   | \$50,485 |

## Robinson Elementary 2021-2022 - SPSA

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

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

| Goal 1 Metrics                              | Current Target | Actual  | As Of     | Target  |
|---|----------------|---------|-----------|---------|
| EL Reclassification Rate                    |                | 7.69 %  | 2019-2020 | 14.69 % |
| I-Ready ELAD2 On Level                      |                | 43.26 % | 2020-2021 | 50.26 % |
| I-Ready Math D2 On Level                    |                | 25.18 % | 2020-2021 | 32.18 % |
| I-Ready ELAD2 On Level (African American)   |                | 44.74 % | 2020-2021 | 51.74 % |
| I-Ready Math D2 On Level (African American) |                | 20 %    | 2020-2021 | 27 %    |

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELAD2 On Level

|              |        |        |        |
|--------------|--------|--------|--------|
| Kindergarten | Winter | Fourth | Winter |
| Tier 1       | 67%    | Tier 1 | 21%    |
| Tier 2       | 33%    | Tier 2 | 43%    |
| Tier 3       | 0%     | Tier 3 | 37%    |
| First        |        | Fifth  |        |
| Tier 1       | 30%    | Tier 1 | 13%    |
| Tier 2       | 64%    | Tier 2 | 44%    |
| Tier 3       | 6%     | Tier 3 | 43%    |
| Second       |        | Sixth  |        |
| Tier 1       | 18%    | Tier 1 | 17%    |
| Tier 2       | 57%    | Tier 2 | 38%    |

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

#### I-Ready ELA D2 On Level

The I-ready assessment was done online with possible parent help especially in the primary grades. Internet connection for some students was poor causing glitches in the system.

#### I-Ready ELA D2 On Level (African American)

African Americans did equal or better as compared to the whole school data.

#### I-Ready Math D2 On Level

The I-ready assessment was done online with possible parent help especially in the primary grades. Internet connection for some students was poor causing glitches in the system.

#### I-Ready Math D2 On Level (African American)

On GL students is about the similar or better than grade level achievement in math

#### EL Reclassification Rate

|        |     |              |     |
|--------|-----|--------------|-----|
| Tier 3 | 25% | Tier 3       | 45% |
| Third  |     | Whole school |     |
| Tier 1 | 13% | Tier 1       | 44% |
| Tier 2 | 56% | Tier 2       | 29% |
| Tier 3 | 32% | Tier 3       | 28% |

**I-Ready ELA D2 On Level (African American)**

Winter ELA

Tier 1 - 45%

Tier 2 - 29%

Tier 3 - 26%

**I-Ready Math D2 On Level**

|              |        |        |        |
|--------------|--------|--------|--------|
| Kindergarten | Winter | Fourth | Winter |
| Tier 1       | 88%    | Tier 1 | 31%    |
| Tier 2       | 12%    | Tier 2 | 40%    |
| Tier 3       | 0%     | Tier 3 | 29%    |

|        |     |        |     |
|--------|-----|--------|-----|
| First  |     | Fifth  |     |
| Tier 1 | 55% | Tier 1 | 23% |
| Tier 2 | 44% | Tier 2 | 33% |
| Tier 3 | 2%  | Tier 3 | 44% |

|        |     |        |     |
|--------|-----|--------|-----|
| Second |     | Sixth  |     |
| Tier 1 | 34% | Tier 1 | 28% |
| Tier 2 | 31% | Tier 2 | 19% |
| Tier 3 | 35% | Tier 3 | 53% |

|        |     |              |     |
|--------|-----|--------------|-----|
| Third  |     | Whole School |     |
| Tier 1 | 41% | Tier 1       | 25% |
| Tier 2 | 22% | Tier 2       | 50% |
| Tier 3 | 37% | Tier 3       | 25% |

**I-Ready Math D2 On Level (African American)**

Winter Math

Tier 1 - 20%

Tier 2 - 45%

Tier 3 - 35%

**EL Reclassification Rate**

The EL reclassification rate for Robinson is currently 7.69%. This is low due to distance learning and the fact that these students are not receiving the same amount of attention in small group or one on one instruction as they were in the classroom.

Distance learning has not provided for the small group instruction that English learners get in classroom instruction. The addition of a certificated tutor as well as 6 teaching fellows will alleviate this issue.



**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic and online learning this year I-ready data could be inadequate. We cancelled our 3 Teaching Fellows contracts this year because we were not in person learning and instead focused on getting students more technology. There were also no CT or teaching fellows to support small group instruction for our EL students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Next year we will be focusing on RTI intervention utilizing I-ready data. Increasing the use of Teaching Fellows from 3 to 6 to insure that each grade level will have extra support for interventions. Admin team will meet with each grade level after each I-ready test session to discuss interventions needed for students to meet standards. We will utilize quarterly progress monitoring with our EL students to insure their academic needs are being met, and use the CT to provide intervention for EL and gen ed. students not meeting standards

**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 maintain extra laptops on campus  
Grateful for return of CT  
ASP tutoring as funds allow

**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:

maintain extra laptops on campus for all grades.  
After school tutoring contracts  
Teaching Fellows for RTI

## 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, Certificated Tutor, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The teacher will be the primary provider of small group intervention lessons. 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 needs will be determined by using common formative assessment, I-ready, CAASP, and BPST as well as teacher input and student grades

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

**Explain the Progress Monitoring and data used for this Action**

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

**Tier 1**

- PLC's will plan common formative assessments aligned to focus standards.
- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Basic Phonics Skill Test
- I-Ready Assessments
- Fluency (1 )
- SBAC Assessment
- 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 organization through purchase of agenda and appropriate materials and supplies.
- Utilize IAB's a minimum of monthly & focus IABS for CAASP

**Tier 2**

- PLC's will collaboratively review data and plan RTI for students.
- AC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- Systematic intervention groups will be formed based on student needs in relation to standards.

**Tier 3**

- Student grades will be monitored by teachers, administration and parents to ensure growth and targeting of students with D's and/or F's for academic support.
- Utilize Teaching Fellows to deliver more intensive instruction to students.
- Referrals to Student Study Team to determine other measure of support needed for intervention.

**Owner(s):**

**District Assessments:**

- Teachers
- PLC Teams
- Admin

**Grade Level Assessments**

- Teachers
- PLC teams
- Admin.

**Progress Monitoring:**

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

**Timeline:**

- *Planning of formative assessments for 2021-2022 begins in May 2021.*
- *Expectation is common formative assessments given monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.*
- *Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.*
- *Ongoing CCI with lead teachers.*
- *Data chats will occur by grade after each I-ready assessment to discuss student progress, set goals and plan for next steps.*
- *Coverage will be provided so that teachers can observe their peers as needed and if funds are available*
- *PLC's will monitor IAB data monthly starting in October and continuing until CAASP.*

**Tier 2**

- *Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. September of 2021 - 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.*

**Tier 3**

- *Referral to Student study team after 2 unsuccessful RTI rotations.*
- *After school tutorial or work with Teaching Fellows during RTI time.*

**District Assessments:**

- *Three times per year*

**Grade Level Assessments:**

- *Weekly*

**Progress Monitoring:**

- *Every 2-6 weeks*

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

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- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not 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 to provide targeted instruction on specific areas of student need. These students will have priority for after school support.
- Certificated Tutor will push into classes for intervention at every grade level. Also will provide extra EL 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 BPST results with Tier 2 support.
- Student organization through purchase of agendas and appropriate materials and supplies.
- Intervention will be prescribed to students based on assessed needs utilizing BPST, ELA/Math I-Ready Assessment, ELA/Math grades, and common grade level formative assessments.
- Tutoring/Intervention support from teachers 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.
- Utilize our site Instructional Leadership Team to create and maintain academic focus. Our ILT team will include a representative from K-6th grades and a SPED lead teacher.
- Rewards/Incentives.
- set goals for students to work towards academically. Quarterly academic assemblies to receive recognition and a certificate, end of the year receive a medal/plaque. I-ready goals met will receive either or both BBQ - traditional growth or T-shirt for stretch growth
- Support inclusive practices for SPED students to be mainstreamed into the general education classroom.
- Progress monitoring for SPED students to be completed through the IEP process and progress of IEP goals, to be done quarterly.

### Specify enhanced services for EL students:

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- 2019 California Dashboard identifies EL students in the red performance band in ELA
- EL students will receive extra targeted instruction to support reading comprehension.
- During RTI time teacher with the help of teaching fellows, CT 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
- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, iReady, ELPAC and SBAC assessments
- Coffee Hour. Parent University and ELAC meetings will dedicate time and resources to supporting parents of ELL students.
- After school tutoring for select students through the Extended Learning After School Library Program for identified students (Focus on African American, Foster Youth, EL's & Economically disadvantaged)

### Specify enhanced services for low-performing student groups:

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- 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 BPST 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)

## 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, Certificated Tutor, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The teacher will be the primary provider of small group intervention lessons from the Go-Math curriculum. 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

Tier 1

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

Tier 2

- PLC's will collaboratively review data and plan RTI for students.
- PLC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.
- Utilize Teaching Fellows to provide intensive interventions for students

Tier 3

- Student grades will be monitored by teachers and parents to ensure growth and targeting of students with D's and/or F's for international support.
- Referral to Student Study Team to determine if other interventions are needed to.

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:

Tier 1

- Planning of formative assessments for 2021-2022 begins in May 2021.
- Common formative assessments Will be given bi-monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.
- Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.
- Ongoing CCI with lead teachers.
- PLC's will monitor IAB data monthly starting in October and continuing until CAASP.

Tier 2

- Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs. September of 2021 - 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

Tier 3

- Student study team referral after 2 unsuccessful RTI rotations

District Assessments

- Three times Per Year

Grade level Assessments:

- Weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, computer carts, printers, or other supplies to complete the program needs of students including maintenance and repair of technology.
- 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, common core companion, standards, claims/targets & progressions quarterly.
- Tier 3 support: students not meeting grade level standards will be referred to Student Study Team for additional support.
- Student organization through purchase of agendas and appropriate materials and supplies.
- Intervention and enrichment will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math 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
- K-6 grade students receiving D's or F's or scoring below grade level in math will qualify for participation in math intervention to be completed during the instructional day, lunch time or after school.
- Rewards/Incentives.
- set goals for students to work towards academically. Quarterly academic assemblies to receive recognition and a certificate, end of the year receive a medal/plaque. I-ready goals met will receive either or both BBQ - traditional growth or T-shirt for stretch growth
- Support inclusive practices for SPED students to be mainstreamed into the general education classroom.
- Progress monitoring for SPED students to be completed through the IEP process and progress of IEP goals, to be done quarterly.

#### Specify enhanced services for EL students:

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

#### Specify enhanced services for low-performing student groups:

- Grades K-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessment quarterly.
- Intervention will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math 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)

### **Action 3**

**Title:** Action 3: EL Re-designation

#### Action Details:

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

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

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

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

District Assessments:

- Teachers
- PLC teams
- Admin.

Grade Level Assessments:

- Teachers
- PLC teams
- Admin.

Progress Monitoring:

- Teachers
- 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

Student data reviewed after each assessment of I-Ready

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

District Assessments:

- Three times per year

Grade Level Assessments:

- weekly

Progress Monitoring:

- Every 2-6 weeks
- Quarterly

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

- Teachers will provide designated English Language Development for 30 minutes a day for all English Language Learners during RTI time with the help of a Certificated Tutor, 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.
- The certificated tutor will provide support and intervention for long term EL students.
- Teachers will receive training on the EL framework/standards, criteria of the ELPAC test, and embedded resources in Wonders and GoMath to support English learners.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- All students will be provided with Integrated ELD throughout the instructional day across the subject areas.
- All EL students will receive designated instruction.
- Students and parents will be notified and given access to resources such as tutoring at the school site.



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

## G1 - Improve academic performance at challenging levels

| Action | Funding         | Spending Activity                | Expense       | Personnel               | FTE    | Vendor / Purpose of Expenditure   | Budget    |
|--------|-----------------|----------------------------------|---------------|-------------------------|--------|---|-----------|
| G1A1   | Title 1 Basic   | Instruction                      | Nc-Equipment  |                         |        | replace student laptops Action 1.1, 1.2   | 4,750.00  |
| G1A1   | Title 1 Basic   | Instruction                      | Subagreements |                         |        | California Teaching Fellows Foundation : California Teaching Fellows for intervention Action 1.1, 1.2 | 44,418.00 |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Regu  | Tutor                   | 0.4375 | Certificated Tutor for intervention and EL services   | 39,183.00 |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Subs  |                         |        | Subs SST days, teacher planning, observe, data chats  | 7,025.00  |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Supp  |                         |        | tutoring, kinder summer contract testing, after school intervention                                   | 10,176.00 |
| G1A1   | Sup & Conc      | Instruction                      | Ins Aide-Sup  |                         |        | Aide supplemental contracts   | 1.00      |
| G1A1   | Sup & Conc      | Instruction                      | Mat & Supp    |                         |        | : materials supplies, assemblies, positive recognition. Actions 1.1, 1.2, 3.1, 3.2,3.3, 5.1           | 32,369.00 |
| G1A1   | Sup & Conc      | Instruction                      | Nc-Equipment  |                         |        | : Technology replace teacher and student laptops, printers and other large items. Actions 1.1, 1.2    | 19,302.00 |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Maint  |                         |        | : maintenance/repair copy machine, laptops. Action 1.1, 1.2   | 3,000.00  |
| G1A1   | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg   | Assistant, Resrce Cnslg | 0.7500 | Also supporting Action G5.1, G 1.2, G2.1, G 3.3   | 47,697.00 |
| G1A1   | LCFF: EL        | Instruction                      | Mat & Supp    |                         |        | : materials and supplies. Action 1.1,1.2, 3.1, 5.1  | 2,150.00  |
| G1A1   | One-Time School | Instruction                      | Mat & Supp    |                         |        | : materials and supplies, PPE Action 1.1, 1.2   | 2,188.00  |
| G1A1   | One-Time School | Instruction                      | Subagreements |                         |        | California Teaching Fellows Foundation : Teaching Fellows intervention. Action 1.1, 1.2               | 17,000.00 |
| G1A3   | LCFF: EL        | Instruction                      | Teacher-Supp  |                         |        | ELPAC Assessors Action 1.1, 1.2, G1A1   | 2,000.00  |

**\$231,259.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics   | Current Target | Actual | As Of     | Target |
|--|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined |                | 0 %    | 2020-2021 | 98 %   |

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

College and Career Readiness experiences

College and Career office pays for each grade levels experiences in the areas of STEMeducation, Career Readiness Tours, and Community College Tours. This year due to the pandemic tours were not done.

As pandemic restrictions lift

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 as it relates to this goal.

**Student-centered real world learning experience - Site Defined**

**College and Career readiness experiences**

98% of students in grades 3-6 will participate in experiences such as Bricks 4 Kidz, Industry Tours, Community College Tours. These experiences have a lasting educational impact as we prepare career ready graduates.

The pandemic prevented participation in sports and other activities.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The pandemic made it difficult to utilize our Resource counseling assistant in all intended areas. She was a one on one resource for students needing emotional support and was a liaison for the community when they were

frustrated with distance learning. Our HSL was only a resource online and through phone calls.

We were not able to utilize coaches for the 20-21 school year because all sports had been canceled.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Next year we would like RCA to be able to support students to allow them to attend all College and Career field trips even means that she will attend as social emotional support. Next year HSL will be responsible for hosting ELAC meetings to inform parents of College and Career activities ensuring all students will attend.

As restrictions lift, we will add back activities that had been lost due to the pandemic.

**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:

Increase opportunities for all students to go on field trips.  
Continue afterschool tutoring

**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:

return of field trips  
after school clubs and tutoring  
ethnic activities

### Action 1

**Title:** Action 1: Career Opportunities

[Action Details:](#)

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Goal 2 – Engagement Data
- Events/Activities

#### Owner(s):

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

#### Timeline:

- Ongoing beginning first day of school and continues through June 2022.
- 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
- Invite parents or community members to share information about career opportunities.
- Supplemental contracts will be offered to certificated and classified staff to support field trips.

#### Specify enhanced services for EL students:

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

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

#### Specify enhanced services for low-performing student groups:

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

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics   | Current Target | Actual  | As Of     | Target  |
|--|----------------|---------|-----------|---------|
| Chronic Absenteeism                                    |                | 23.57 % | 2020-2021 | 21.57 % |
| Suspensions students with 1 or more                    |                | 0 %     | 2020-2021 | 10 %    |
| Chronic Absenteeism (African American)                 |                | 29.17 % | 2020-2021 | 27.17 % |
| Suspensions students with 1 or more (African American) |                | 0 %     | 2020-2021 | 3 %     |

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

Encourage students to come to school by offering incentives, such as Attendance assemblies, rewards for completing Attendance certificate. Increasing involvement in afterschool clubs and sports.

**Chronic Absenteeism (African American)**

Insure that students have a one on one connection with some adult on campus. Utilize RCA to make connections with these students.

**Suspensions students with 1 or more**

Due to pandemic and online learning Robinson did not have any suspensions this year. However, in looking at the 2019-2020 year we had 24 suspensions

**Suspensions students with 1 or more (African American)**

Due to pandemic and online learning Robinson did not have any suspensions this year. However, in looking at the 2019-2020 year, African Americans made up 37.5% of the suspensions in the 19-20 school year despite being only 10.2% of the student population.

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

**Chronic Absenteeism**

Due to online learning many students have had internet or technology issues. Devices were being broken or cords lost to charge and no consistent place to have them repaired.

**Chronic Absenteeism (African American)**

Due to online learning many students have had internet or technology issues. Devices were being broken or cords lost to charge and no consistent place to have them repaired.

**Suspensions students with 1 or more**

Utilize RCA to make connections with students who have been suspended. Make reconnections upon return from suspension. Utilize RCA to make connections with students who have been suspended. Make reconnections upon return from suspension. Attempt to redirect and offer solutions to problems that may prevent situations escalating to suspension.

**Suspensions students with 1 or more (African American)**

Utilize RCA to make connections with students who have been suspended. Make reconnections upon return from suspension. Attempt to redirect and offer solutions to problems that may prevent situations escalating to suspension.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Due to distance learning, the strategies that Robinson implemented in the previous year which showed growth for improving attendance (class celebrations, incentives for improved attendance, reviewing data in announcements and staff meetings, etc), had little impact on distance learning. The RCA was unable to see students in small group format to support emotional needs and to provide the "Roadrunner Canyon" as a safe space for recess or a class break.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Teachers will reach out to a chronic student when they are absent. This will make the student accountable to his teacher directly and let the student know his/her teacher cares. Due to distance learning, there have been no suspensions so this year when a student is suspended, we will have a meeting for return to resolve issues and let the student know he/she was missed. The previous year, Robinson had 24 suspensions. Of those suspensions, 37.5% were African American despite being 10.2% of our student population and 50% were Hispanic despite being 64.8% of population. RCA will form a Black Student Union for all interested students to increase 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:

Parents appreciate the opportunities for field trips if pandemic allows

**2** ELAC:

Continue with field trips  
Motivational rallies - community members

**3** Staff:

RCA to provide social emotional support  
after school clubs and tutoring  
assemblies and positive recognition for students

## 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 through adult connections, goal 2 clubs, and RCA relationships, resulting in increased attendance. Provide attendance incentives, reward assemblies, attendance certificates, attendance rallies and other opportunities as funds are available.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

##### Tier 1

- Weekly/Monthly ATLAS Attendance Reports
- Teacher/Admin. monitoring of identified individual students
- Attendance monitoring tools
- Goal 2 Data to show increased connection to school
- Daily Attendance Phone Calls
- SEL Surveys
- Evaluate responses on the parent, student, and family survey in the spring of 2022 Student survey results will reflect higher levels of "Agree" or "Strongly Agree."
- Monitor parent attendance at school functions and meetings.
- Monitor parent registration of Edu-Text.
- Monthly and quarterly awards of recognition to celebrate participation and achievement

##### Tier 2

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

##### Tier 3

- Home Visitations when parents miss Attendance Meetings

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

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

#### Specify enhanced services for EL students:

- EL Students who make progress toward their annual goal and target, or who 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, Spanish speaking families and coordinate support

#### 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 Climate and Culture meetings.
- Attendance meetings held monthly
- Ongoing, beginning first day of school and continues through June 2022
- Attendance class incentives as earned.

#### Specify enhanced services for low-performing student groups:

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

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

services/parent education through interpreting, outreach, home visits, and related services.

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

Incentives will be used to encourage great attendance.

Saturday Academy will be offered to students needing to make up absences.

## Action 2

**Title:** Action 2: Suspensions

### Action Details:

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

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

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

### Explain the Progress Monitoring and data used for this Action

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

Tier 1

- Classroom/Office Referrals
- MAC/CHAMPS Implementation
- ATLAS misbehavior & positive behavior entries
- Class Meetings – Quarterly documentation of implementation
- Second Step/OLWEUS
- Positivity Project
- Student Engagement –GOAL 2 activities
- SEL survey Student Survey (Gr. 4-6)
- Staff Survey
- Parent Surveys

Tier 2

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

Tier 3

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

#### Owner(s):

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

#### Timeline:

Ongoing beginning first day of school and continues through June 2022.

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 Climate and Culture initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Implement school wide anti-bullying program, Olweus
- Monthly Rewards for students for behavior, attendance, effort each month will focus on a different area.
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Substitute administration (if needed) to provide student safety at all times.
- Tier 1: All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus
- 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
- Positivity Project to equip Robinson with digital resources, videos, training and strategy to teach Positive's 24 character strengths and empower students to build positive relationships.

**Specify enhanced services for EL students:**

- On 2019 California Dashboard EL students were in the orange performance band.
- 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:**

2019 California Dashboard identifies African American students in the re performance band.

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

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

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

Behavior plans will be generated with the assistance of the school's psychologies, administrator and classroom teacher.

Incentives will be used to encourage students to make good decisions

**Action 3**

**Title:** Action 3: Engagement

**Action Details:**

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

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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/Field trips
- Monitor groups that are low performing students

Owner(s):

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

Timeline:

- Ongoing beginning first day of school and continues through June 2022.
- 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
- 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.
- Recognition will be given to students to foster attendance, school spirit, and participation in Goal 2 activities.
- Safety Patrol to engage students and increase attendance rates while creating a safe school environment
- Students will have an opportunity to participate in Saturday Academy (as provided by district office) to recover an absence or re-engage with school
- Materials and supplies including but not limited to sports equipment, uniforms, t-shirts, art supplies, school supplies, student incentives, awards and other items necessary to facilitate meaningful and engaging student Goal 2 opportunities
- supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Support inclusive practices for SPED students to be mainstreamed into the goal 2 activities and field trips.

Specify enhanced services for EL students:

Economically disadvantaged students, English Learners and Foster 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.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

### G3 - Increase student engagement in their school and community

| Action | Funding    | Spending Activity                 | Expense      | Personnel                    | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|------------|-----------------------------------|--------------|------------------------------|--------|--|-----------|
| G3A1   | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub |                              |        | admin sub  | 586.00    |
| G3A1   | Sup & Conc | Attendance & Social Work Service  | Local Mileag |                              |        | : Home School Liaison local mileage Action 3.1                         | 50.00     |
| G3A1   | LCFF: EL   | Attendance & Social Work Service  | Cls Sup-Reg  | Liaison, Home/School Spanish | 0.4375 | 3.5 hour HSL . Also support G5.1                                       | 13,265.00 |
| G3A2   | Sup & Conc | Instruction                       | Bks & Ref    |                              |        | positivity Program - character strengths, videos, training. Action 3.2 | 1,995.00  |
| G3A3   | Sup & Conc | Instruction                       | Direct Trans |                              |        | : Transportation. Action 3.3   | 500.00    |

**\$16,396.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 4 Metrics                                      | Current Target | Actual  | As Of     | Target  |
|---|----------------|---------|-----------|---------|
| Student Survey - Caring adult                       |                | 78.71 % | 2019-2020 | 85.71 % |
| Staff Survey – Overall Positive in Belonging Domain |                | 95.81 % | 2019-2020 | 97.81 % |
| Staff Goal - Site Defined                           |                | 0 %     | 2020-2021 | 95 %    |
| Student Survey - Caring Adult (African American)    |                | 94.74 % | 2019-2020 | 96.74 % |

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

95% of all Robinson staff will read Roadrunner weekly, Staff Updates, and any other communications provided. This will be evidenced by implementation of strategies and procedures from all communications.

**Staff Survey – Overall Positive in Belonging Domain**

The Robinson staff works well together and demonstrates a desire to continuously improve. For the 21-22 school year, an effort will be made to make all new staff members feel welcome through an orientation to Robinson, complete with "Robinson swag" and a review of the staff handbook. We will also do a whole staff review at the beginning of the year so that all new teachers will follow the procedures of Robinson staff. There are 7 strategies of Cultural Proficiency, during staff meetings throughout the year all 7 strategies will be done with the staff to increase awareness of cultures.

**Student Survey - Caring adult**

A Resource Counseling Assistant was added to the Robinson staff. She is responsible for emotional support of tier 1 and tier 2 students through the creation of small groups designed for problem solving and building relationships. She also runs the "Road Runner Canyon" to support recess time as an alternate to traditional recess.

**Student Survey - Caring Adult (African American)**

Robinson had a need for cultural proficiency training. This need was met in the 20-21 school year. We will continue this learning in the 21-22 school year through professional development, professional readings, and a continued study of our school data.

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

**Staff Goal - Site Defined**

The pandemic has made it clear that all staff (approximately 75% are currently) do not consistently read email. The expectation will be reviewed at the beginning of the year PD for all staff. The office manager will follow up with each classified staff member to insure they have email access.

**Staff Survey – Overall Positive in Belonging Domain**

The classified staff has felt a disconnect as to what is occurring on the Robinson campus as the teachers receive more information in PD/staff meetings. Once a week an email will go out to classified staff providing them with updates of school business/activities. A classified staff meeting will occur three times a semester.

**Student Survey - Caring adult**

The hiring of more Hispanic staff members needs to be a priority. Robinson currently has \*\* Hispanic students but only \*\* of our staff members are Hispanic. This could contribute to the fact that only 74.74% of Hispanic students scored the caring adult portion of the Climate Culture student survey. Our HSL has traditionally been a strong resource for Spanish parents but they have mentioned a frustration with Teams meetings, so she has not been able to reach as many parents as has occurred in prior years.

**Student Survey - Caring Adult (African American)**

An African-American Resource Counseling Assistant was added to the Robinson staff. She is responsible for emotional support of tier 1 and tier 2 students. In the 21-22 school year, she will also create and support the development of an African American student union which will be open to all students with a focus on

cultural awareness.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The pandemic made it difficult to utilize our Resource counseling assistant in all intended areas. She was a one on one resource for students needing emotional support and was a liaison for the community when they were frustrated with distance learning. Next year we would like her to be able to support small groups and focus on cultural awareness and appreciation. Our HSL was only a resource online and through phone calls. Next year she will be responsible for putting together the "Robinson Weekly" and organizing ELAC meetings, as well as providing interpreting support for staff and families.

Our classified staff has not traditionally made use of their FUSD email. This has hindered staff communication. We will work to insure every employee has email access.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- The RCA will focus on small group support providing problem solving with friends and other school related issues.
- The HSL will meet with parents and provide more extensive communication through the "Roadrunner Weekly".
- Teaching Fellows will support intervention groups and English learners.
- Money will be earmarked for assemblies to promote connectedness with an emphasis on cultural assemblies.
- Align all professional learning through a Cultural Proficiency lens needs to:
  - The Instructional Practice Guide with an emphasis on engagement and student ownership,
  - The Hoover Regional Plan with a focus on Professional Learning Communities
  - State Standards with an emphasis on vocabulary development, use of manipulatives, and after-school tutoring with priority given to African American students and English Learners
- Recruit Parents for hiring of key staff members (i.e Admin)
- Invite parents and other community members to share information about their culture with their child's class.
- Work with classified and new certificated staff to insure email access to improve communication.

**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 communications like RR weekly

**2** ELAC:

Add parents for hiring of key positions-VP

**3** Staff:

keep communication with parents - Roadrunner Weekly, school messenger, facebook page, website  
cultural assemblies

## Action 1

**Title:** Recruiting and retaining staff to provide Caring Adult

### Action Details:

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

|  |
|--|
| <b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

### Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration, staff

Timeline:

1st quarter

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

Begin the year with team building activities for the Robinson staff

Owner(s):

Administration, staff

Timeline:

August

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

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

Owner(s):

Administration, staff

Timeline:

Throughout the school year

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

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

Owner(s):

RCA

Timeline:

Throughout the year

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

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

Owner(s):

Office manager

Timeline:

Throughout the year

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

- **Student Academics:** Training Wonders, Go-Math, Champs, Cultural proficiency
- **Student Centered and Real-World Learning:** After school tutoring, clubs, athletics, field trips
- **Student Engagement:** positive rewards, relationship building activities.

Specify Professional Development or Staff Services to support EL students:

Professional development for relationship building, CHAMPS, behavior management strategies, etc. will be provided to staff along with cultural proficiency training. Data will be reviewed as a staff for all subgroups with attention given to EL students.

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

Professional development for relationship building, CHAMPS, behavior management strategies, etc. will be provided to staff along with cultural proficiency training. Data will be reviewed as a staff for all subgroups with attention given to African American students.

English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content, and a high level of student ownership (along with ELD support) as a way to build student/staff relationships.

Economically disadvantaged students, All students (with a focus on the success of African American students) will participate in daily lessons that have a culture of learning with high expectations, challenging content, high level of student ownership as a way to build student/staff relationships.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

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

| Action | Funding    | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure  | Budget   |
|--------|------------|-------------------|---------|-----------|-----|----------------------------------|----------|
| G4A1   | Sup & Conc | Instruction       | Travel  |           |     | : conference/training Action 4.1 | 3,000.00 |

**\$3,000.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 5 Metrics                         | Current Target | Actual  | As Of     | Target |
|--|----------------|---------|-----------|--------|
| Parent Survey - Respected and welcomed |                | 97.92 % | 2019-2020 | 98.5 % |
| Family Goal - Site Defined             |                | 0 %     | 2020-2021 | 90 %   |

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Site defined family goal-A minimum of 90% of Robinson parents will attend at least one parent meetings such as, but not limited to: Principal coffee hour, ELAC/SSC, PTA, etc. This will be measured by sign in sheets.

**Parent Survey - Respected and welcomed**

HSL has provided Spanish language support and interpreters are provided for parent/teacher conference. Increase in staff diversity as African American staff has doubled in the last 3 years.

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

**Family Goal - Site Defined**

In the past three years less than 5 % of Robinson's African American Parents have attended the Principal Coffee Hour.

**Parent Survey - Respected and welcomed**

There are very few parents who do not feel respected and welcomed as evidenced by a 97.92% ranking. We will work on hiring more Hispanic staff members as parents at ELAC have expressed this concern as 62% of students at Robinson are Hispanic, yet only 24% of the Robinson staff is Hispanic.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The pandemic made it very difficult to offer meetings that parents felt comfortable attending due to technology issues or lack of technology experience,. As sites open back up parents will be able to attend in person meetings on the Robinson campus.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Prior to any parent meeting, each teacher will call to personally invite one African American parent from their classroom. Some parents will be invited to participate and sit in on interviews for staff such as: Vice Principal, Office staff etc. Student supplies will be handed out at parent meetings to motivate parents to attend.

**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:

Hire staff that is highly qualified and reflects the diversity of our community.

**2** ELAC:

Try to hire Spanish speaking staff as opportunity allows

**3** Staff:

Home school liaison  
parent coffee hour  
DOJO or email messages to parents

### Action 1

**Title:** Family connection to school site

[Action Details:](#)

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

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

#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Parent sign in sheets

Documentation on Atlas

Data by classroom for attendance at parent events.

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

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

[Timeline:](#)

Ongoing beginning first day of school and continues through June 2022.

Quarterly review of family engagement data

Teachers/Admin will monitor family engagement data after each activity.

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

**Student Academics:**

- After school tutoring for select students through the Extended Learning After School Library Program for identified students.
- Students not meeting grade level standards will be referred to Student Study Team for additional support.
- Back to School night
- Open House
- Awards Assemblies

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

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

**Student Engagement:**

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

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

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

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

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

Teachers will personally invite one African American parent to attend each parent meeting.

School supplies will be given out at parent meetings to motivate families to attend.

The student Success Team will meet to determine strategies for tier 2 and 3 students.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0380 Robinson Elementary (Locked)

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

| Action | Funding       | Spending Activity    | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure   | Budget   |
|--------|---------------|----------------------|--------------|-----------|-----|---|----------|
| G5A1   | Title 1 Basic | Parent Participation | Mat & Supp   |           |     | : parent participation/materials supplies - no food/incentives. Action5.1 | 1,317.00 |
| G5A1   | Sup & Conc    | Instruction          | Direct-Graph |           |     | : graphics Action 5.1   | 1,000.00 |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | : Food for parent meetings. Action 5.1                                    | 4,000.00 |

**\$6,317.00**

## 2021-2022 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  |                              |        | replace student laptops Action 1.1, 1.2   | 4,750.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Subagreements |                              |        | California Teaching Fellows Foundation : California Teaching Fellows for intervention Action 1.1, 1.2 | 44,418.00 |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Regu  | Tutor                        | 0.4375 | Certificated Tutor for intervention and EL services   | 39,183.00 |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Subs  |                              |        | Subs SST days, teacher planning, observe, data chats  | 7,025.00  |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Supp  |                              |        | tutoring, kinder summer contract testing, after school intervention                                   | 10,176.00 |
| G1A1   | Sup & Conc      | Instruction                       | Ins Aide-Sup  |                              |        | Aide supplemental contracts   | 1.00      |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |                              |        | : materials supplies, assemblies, positive recognition. Actions 1.1, 1.2, 3.1, 3.2,3.3, 5.1           | 32,369.00 |
| G1A1   | Sup & Conc      | Instruction                       | Nc-Equipment  |                              |        | : Technology replace teacher and student laptops, printers and other large items. Actions 1.1, 1.2    | 19,302.00 |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Maint  |                              |        | : maintenance/repair copy machine, laptops. Action 1.1, 1.2   | 3,000.00  |
| G1A1   | Sup & Conc      | Attendance & Social Work Service  | Cls Sup-Reg   | Assistant, Resrce Cnslg      | 0.7500 | Also supporting Action G5.1, G 1.2, G2.1, G 3.3   | 47,697.00 |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |                              |        | : materials and supplies. Action 1.1,1.2, 3.1, 5.1  | 2,150.00  |
| G1A1   | One-Time School | Instruction                       | Mat & Supp    |                              |        | : materials and supplies, PPE Action 1.1, 1.2   | 2,188.00  |
| G1A1   | One-Time School | Instruction                       | Subagreements |                              |        | California Teaching Fellows Foundation : Teaching Fellows intervention. Action 1.1, 1.2               | 17,000.00 |
| G1A3   | LCFF: EL        | Instruction                       | Teacher-Supp  |                              |        | ELPAC Assessors Action 1.1, 1.2, G1A1   | 2,000.00  |
| G3A1   | Sup & Conc      | Instructional Supervision & Admin | Crt Supr-Sub  |                              |        | admin sub   | 586.00    |
| G3A1   | Sup & Conc      | Attendance & Social Work Service  | Local Mileag  |                              |        | : Home School Liaison local mileage Action 3.1  | 50.00     |
| G3A1   | LCFF: EL        | Attendance & Social Work Service  | Cls Sup-Reg   | Liaison, Home/School Spanish | 0.4375 | 3.5 hour HSL . Also support G5.1  | 13,265.00 |
| G3A2   | Sup & Conc      | Instruction                       | Bks & Ref     |                              |        | positivity Program - character strengths, videos, training. Action 3.2                                | 1,995.00  |
| G3A3   | Sup & Conc      | Instruction                       | Direct Trans  |                              |        | : Transportation. Action 3.3  | 500.00    |
| G4A1   | Sup & Conc      | Instruction                       | Travel        |                              |        | : conference/training Action 4.1  | 3,000.00  |
| G5A1   | Title 1 Basic   | Parent Participation              | Mat & Supp    |                              |        | : parent participation/materials supplies - no food/incentives. Action5.1                             | 1,317.00  |
| G5A1   | Sup & Conc      | Instruction                       | Direct-Graph  |                              |        | : graphics Action 5.1   | 1,000.00  |
| G5A1   | Sup & Conc      | Parent Participation              | Mat & Supp    |                              |        | : Food for parent meetings. Action 5.1  | 4,000.00  |

\$256,972.00

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$50,485.00         |
| Sup & Conc            | 7090   | \$169,884.00        |
| LCFF: EL              | 7091   | \$17,415.00         |
| One-Time School       | 7099   | \$19,188.00         |
| <b>Grand Total</b>    |        | <b>\$256,972.00</b> |

| Goal Totals  | Budget Totals       |
|--|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$231,259.00        |
| G3 - Increase student engagement in their school and community                             | \$16,396.00         |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$3,000.00          |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$6,317.00          |
| <b>Grand Total</b>   | <b>\$256,972.00</b> |