Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Robertson Road Elementary School

50711676052799
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
May 16, 2023	June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Daniel R. Guzzi
Position: Principal
Telephone Number: (209) 574-8402
Address: 1821 Robertson Road
E-mail address: Guzzi.d@monet.k12.ca.us

Table of Contents

Section 1 School Mission Statement and Description

School Mission Statement:
It is the aim of Robertson Road School to develop our students' skills, abilities, attitudes, and talents, empowering them to work with others successfully in meeting the challenges of an ever-changing world. It is also the aim of the Robertson Road Elementary School to help all students develop appropriate behavior, self-discipline, decision-making abilities, respect for others and other cultures.
Our top priorities and goals at Robertson Road are Student Achievement, Safety, and Attendance.

School Description:
Robertson Road Elementary is situated in the far west section of the city of Modesto in Stanislaus County. The school is over forty years old and is currently composed of four major buildings and several portable structures. Our school serves population approximately 390 K-6 students and their families in a high poverty area (including Pre-School Students and 4 Autism Pre-School Classes). The school's population is highly transient. Sections of the neighborhoods are "islands" in the county (not within Modesto) and have no amenities such as sidewalks and street lights. Most students walk to and from school with a family member. Student ethnicity is the following: Hispanic, White, Native American, Pacific Islander, African American, Afgan, and Asian. The school's English Learners comprise 52% of the school population. 98% of the students receive free breakfast and lunch daily. The school operates a school-wide Title 1 Program. Students participate in the After School Education and Safety (ASES) Program. Teachers tutor students from their own classes before and after school. The school serves as a community center, providing health and social services for students and families through the Healthy Start Program and the Golden Valley Medical Clinic. The school has a fully functioning Early Childhood Education center providing Preschool, Head Start, and enrichment programs. Counseling and mental health services are provided by Sierra Vista Children and Family Services and the Center for Human Services.

Modesto City Elementary: K-8
Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

> X   Schoolwide Program
>
> X   Additional Targeted Support and Improvement
>
> Students with Disabilities for chronic absenteeism

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

> The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by stakeholder groups. We address SWD chronic absenteeism by discussing at each IEP Meeting noting data in the IEP. Chronic absenteeism will be monitored daily. Home visits and SART Meeting will be used to improve SWD Chronic absenteeism. Case Managers will routinely check SWD attendance.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

> Although our SWD are receiving their required minutes of service, many are chronic absent. We check daily out chronic Absent list but do not break it down by this (SWD) subgroup. On our daily list the SRC will now identify the SWD students. Our Special Education Staff is aware when students are absent on day they receive service but not days they don't receive service which is an area that we will remedy.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2022-23 SPSA Annual Review and Update

Robertson Road Elementary School's SSC, ELAC, Site Leadership and Teachers participated in the evaluation process of Robertson Road Elementary School's 2022-2023 SPSA which include the analysis of quantitative and
qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the February 2023 SSC, ELAC, Site Leadership and Staff Meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership team, site teachers and parents reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership, and Staff Meetings in February to May 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities for the 2022-23 SPSA were implemented as intended, and somewhat effective. Robertson Road was in the second year of MTSS (Multi-tiered System of Support). This program has provided small group reading instruction to all K - 6-grade students. With the assistance of an MTSS Coach and instructional paraprofessionals, students in need of additional academic intervention were provided with support and small group instruction focused on developing reading proficiency to enhance student achievement and increase the percentage of students meeting standards. The MTSS team utilized district-provided instructional material to pre-assess, teach, monitor, and post assess all students. Students received small group instruction 5 times per week. This we added paraprofessionals and had 3 supporting the program. These instructional paras were used to utilized to assist with Tier II and Tier III instruction. Students were identified based upon DIBELS, CAASPP, ELPAC, fluency, benchmark, teacher observations, and writing assessments. All students received small group instruction focused on developing reading and writing foundation skills to increase proficiency. District RISE Intervention program and School site tutoring were also effective at helping more students meet district standard benchmarks. Overall student strategies and activities somewhat effective in English Language Arts for some subgroups (based on district assessments and observations). We saw some gains in terms of our English Learners and Students with Disabilities, showing that the extra interventions were effective. Overall, the actions and strategies seemed to be somewhat effective in helping improve student achievement in English Language Arts.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school year 2022-23 strategies/activities were implemented as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The main change for the following school year will be to provide more collaboration time for teachers to collaborate and to conduct regularly scheduled data dives for teachers. The teachers will use these data dives to drive instruction. Another change will be funding for before/after school intervention to struggling students, including those struggling students related to school closure. Funding for this strategy will come from other district sources. Students will still participate in academic intervention however, groups will be monitored more regularly using specific progress monitoring data to inform and guide intervention.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 70-89% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:
Provide PD engagement opportunities, continue schoolwide MTSS, daily admin walk thoughts to ensure fidelity with curriculum and daily instruction, daily progress monitoring that includes weekly check ins, and monitoring

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development CIPD support

To address this the school can:
The school will utilize support from ELA instructional coaches to assist with designated ELD instruction, engagement strategies, pacing.

Additionally we analyzed specific data to indicate the following need(s):

MTSS progress monitoring data was analyzed to determine students' progress throughout the year to develop the next steps. In addition BOY, MOY, and EOY DIBELS data was analyzed to determine areas of need in grades K - 3. Fourth-grade writing data was analyzed to determine needs and the next steps in developing writing skills. In addition, benchmark assessment student data, in ELA, was analyzed to determine the effectiveness of instruction and MTSS intervention.

Discuss the areas of strength and need based on data analysis:

Disaggregating data provided evidence that first and second grade students are struggling with phonemic awareness and phonics skills. Whereas third-grade students are struggling with decoding and basic comprehension skills. DIBELS was administered to all kindergarten, first, and third-grade students. This assessment provides data on early literacy skills. When comparing BOY to EOY assessments growth was made in all areas. DIBELS Composite scores showed that 73% of students were performing well below benchmark at the beginning of the year. This number decreased to 45% at the end of the year. DIBELS data shows an increasing trend in students meeting or exceeding literacy skills as they progress. Fourth-grade students were administered 2 writing assessments, which showed growth. Attendance rates have increased but are still behind pre-covid numbers which does impact growth and assessment results in all grade levels.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard 15 points or maintain status if above standard.

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -56.1	Goal -41.1
English Learners (EL)	Actual -59.7	Goal -44.7
Students with Disabilities (SWD)	Actual -112.2	Goal -97.2
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)					
	Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments, District BMKS using Performance Matters Platform, MCS Dashboard, and student work as a whole staff and grade level PLC team throughout the year. These Data Dives will be used to increase support and effectiveness in ELA, Math Attendance, and Discipline. Increase PLC collaboration of grade level professional learning communities for data analysis, using common formative assessments, planning lessons aligned to ELA standards, and looking at student outcomes to inform instruction. Provide teachers time for PLC collaborative lesson design focusing on utilizing the new Science and Social Studies curriculum to help teach and support ELA Standards.		Sub Cost release time - for Grade level Data Dives.	Title 1 Professional Development	4,651
			Increase PLC Collaboration opportunities for teachers by offering extra Collaboration Time	Title 1 Professional Development	3,672
			Instructional materials/supplies	Title 1 Supplies and Services	1,298

		Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments using Performance Matters Platform, and student work as a whole staff and grade level PLC team throughout the year virtually and/or in person. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Administrators and all stakeholder groups will meet at least three times a year to analyze school data, and discuss current practices, challenges, and successes. All students will participate in intervention or enrichment focused on English Language Arts, Through our implementation of MTSS and a variety of data will be used to progress monitor, including DIBELS, District Assessments, Classroom Observations, Standards Based Report Cards	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide instructional and curriculum support to teachers by conducting weekly classroom visits, providing specific feedback, and providing professional development including lesson studies, tandem teaching, and workshops on effective teaching strategies virtually or in person. Implement MTSS program to increase student learning.	Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			
	Monitor utilization of phonics PowerPoints to ensure daily phonics instruction in all K-2 classrooms.	Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Support effective instruction (interventions) with supplemental materials and supplies to better teach California State ELA Standards and support writing in the classroom. (Intervention materials)	Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student.			
	Provide intersession intervention in the area of ELA during school breaks (winter break, spring break). Teachers and Admin will analysis data to identify students and the most appropriate materials to use. Enrichment/Re-enagement will also be considered. Support Students with educational field trips related to ELA/Science STEM Activities	Teachers and Admin will track participating students (analysis data, participation, etc.) to monitor the effectiveness of this strategy.	Materials and supplies for intersession. Field Trip Transportation and admissions	Title 1 Supplies and Services	5,000
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Provide follow-up professional development, for teachers on incorporating English Language Development instruction into daily instruction through site professional development. Professional development will focus on identifying and supporting English Learners and implementing instructional strategies every day in every lesson to better support English Language Development for our EL subgroup.	Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments using Performance Matters Platform, and student work as a whole staff and grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. All students will participate in intervention or enrichment focused on English Language Arts and reading fluency data will be used to progress monitor. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	English Learner students will have the opportunity to attend and receive RISE Interventions in ELA and Math	Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Through RISE Program			
Students with Disabilities (SWD)	Provide intervention to our Student with Disabilities focused on improving reading fluency and comprehension. Through District RISE Program and MTSS..				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments using Performance Matters, and student work as a whole staff and grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. All students will participate in intervention or enrichment focused on English Language Arts and reading fluency data will be used to progress monitor. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Have Resource teacher rotate and attend all grade level collaborations to support teachers on how to support struggling special education students in ELA and writing.	Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.			
	Provide teachers release time with site admin and resource teacher to discuss levels and needs of special education students in order to best meet their needs. During IEP's, SSTs, and informal student academic meetings	Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.	Subs for Academic Conferencing	Title 1 Certificated	1,837
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Robertson Road continued in their fourth year with SWUN math curriculum. Based upon weekly walkthroughs, common formative assessment, unit tests, and benchmark assessment results have shown a slight increase in academic progress over last year. Loss of academic learning is due in part to COVID and school closure. In addition, inconsistent attendance, due to COVID protocols, has also had a negative impact. We are starting to increase scores but are still behind pre-covid data. Third-grade SWUN Benchmark 2 2021-22 results showed 84.9% of students did not meet grade-level standards compared to Benchmark 2 2022-23 where 43% of students did not meet grade-level standards. In fourth grade Benchmark 1 and Benchmark 2 were near the District average of 75% of students not meeting grade-level standards. Fifth-grade benchmark scores showed that benchmark 1 scores were 11% higher than district average and Benchmark 2 scores were similar to District average (4% lower). In sixth grade, the scores were well above District average. Benchmark 1 scores were 21% higher than the District average and Benchmark 2 scores for 6th Grade were 17% above District Average.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to inconsistent attendance, we were still affected by Covid protocols for the first art of the year. CAASPP data were inconsistent. Based on assessment data the academic growth with strategies implemented showed the overall their was a slight gain in effectiveness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Robertson Road is in the fourth year with SWUN math curriculum. Professional development, provided by the district, will be ongoing throughout the year. PLCs will focus on the instructional design, diagnostic assessments, pre/post-assessments, student engagement. In addition, strategies and pacing will be addressed to ensure effectiveness during distance learning. With the implementation of SWUN math curriculum side by side coaching, monthly support along with the administration of assessments that match CAASSP testing will be utilized. Support for families will be provided with a math night and newsletters.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark we identified that 60-69% of All students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:

Implement SWUN BTBF daily, track student growth, and provide additional small group instruction

MATH PD

Based on Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
Utilize the district SWUN coach, district math coach, and to provide ongoing support and training to disaggregate data. Conduct Data dives regularly to increase collaboration and drive instruction.

Additionally we analyzed specific data to indicate the following need(s):

Using data to drive math instruction - Increase students in Math RISE programs

Discuss the areas of strength and need based on data analysis:

Based upon CAASPP data all students in all subgroups showed a decline in the percent of students meeting or exceeding grade-level standards. Schoolwide 14.3% of students met/exceeded CAASPP grade-level expectations, whereas6.3% of English Learners met the learning target and 0% of SWD met the learning target as determined by CAASPP. This is due in part to the last effects of COVID and school attendance.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -68.7	Goal -51.7
English Learners (EL)	Actual -67.8	Goal -50.8
Students with Disabilities (SWD)	Actual -116.7	Goal -99.7
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					

Schoolwide (SW)					
		Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff as a grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.	Instructional Materials/Supplies	Title 1 Supplies and Services	1,400

	Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments, District BMKS using Performance Matters Platform, MCS Dashboard, and student work as a whole staff and grade level PLC team throughout the year. These Data Dives will be used to increase support and effectiveness in ELA, Math Attendance, and Discipline. Provide professional development for teachers utilizing district math coaches focused on pacing, lesson design, and Math Standards using SWUN Math. Teachers will be given opportunities to attend trainings to help support effective mathematics instruction and focus on the Standards for Mathematical Practice. Increase collaboration of grade level professional learning communities for data analysis, using common formative assessments, planning lessons aligned to Math standards, and looking at student		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	outcomes to inform instruction. Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff and grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions to be able to provide interventions to students. Provide instructional and curriculum support to teachers by conducting weekly classroom visits, providing specific feedback, conducting lesson studies, tandem teaching, and conducting professional development on effective teaching strategies to support math instruction.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide after school strategic intervention focused on mathematics for struggling students, through District RISE Program	Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff as a grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide intersession intervention in the area of Math during school breaks (winter break, spring break). Teachers and Admin will analysis data to identify students and the most appropriate materials to use. Enrichment/Re-enagement will also be considered.	Teachers and Admin will track participating students (analysis data, participation, etc.) to monitor the effectiveness of this strategy.			
English Learners (EL)	Provide professional development for teachers on incorporating English Language Development instruction into daily math instruction through site professional development. Professional development will focus on identifying and supporting English Learners and implementing instructional strategies every day in every lesson to better support English Language Development for our EL subgroup.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff as a grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			
	Provide after school tutoring support for English Learners focused on English Language Development.	Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide after school tutoring to Student with Disabilities who are struggling in mathematics. This will be based on grade level data discussions to help provide strategic intervention support in the area of math.	Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff as a grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students. Weekly grade level collaboration will be used to review assessments and plan effective instruction and/or interventions for each student by looking at student outcomes.			
		Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Have Resource teacher rotate and attend all grade level collaborations (virtually and/or in person) to support teachers with strategies to help support struggling special education students in mathematics.				
	Have resource teacher and resource para push-in during mathematics instruction (virtually and/or in person) for students on IEPs in math to ensure students have access to grade level standards.	Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented and worked in tandem to increase student attendance. Student recognition and the implementation of PBIS Rewards served to increase student self-esteem and support the importance of attendance. Parent training was provided during parent meetings and during parent-teacher conferences to provide an understanding of the educational system and the correlation between attendance and student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences - We still at beginning of year had COVID protocols in place that increase students days out.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ongoing training and full implementation of PBIS Rewards will continue to support student attendance and build positive self-esteem/relationships.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:
Provide parent information on the importance of attending school and the adverse affects of negative school attendance. In addition, educate students on importance of attending school. Track attendance, parent meetings, SART/ SARB Meetings. Build relationships and continue to build a collaborative safe school culture.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
To improve student attendance weekly/monthly meetings with parents will be held to address attendance concerns, support parents, and educate them on the impacts of poor attendance.

Additionally we analyzed specific data to indicate the following need(s):

Based on the Analysis of attendance data we identified the following area of need in professional development access to specific attendance PD. Informational parent meeting based on the importance of attendance.

Discuss the areas of strength and need based on data analysis:

Based upon attendance analysis of the MCS Dashboard attendance the attendance rate increased from a year ago by about 4%. COVID and CDPH guidelines still impacted student attendance. Strengths implemented to support families and increase attendance included: ongoing communication, parent TEAMS meetings, access to increased counseling services, and student recognition. Second cup of coffee meetings became more constant through out the year. These meetings provide attendance data and instruction help for all students including our EL population. The standard based report card was explained and analyzed by parents who then developed questions to ask teachers and strategies to help students at home. Chronic Absenteeism decreased by about 16%. Our Chronic Absenteeism is far worse than pre-covid times.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%.- Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2022 CA Dashboard

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	**2023-24 Data Goal Increase**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 92.93%	Goal 93.43%	Actual 22.32%	Goal 21.32%
English Learners (EL)	Actual 93.69%	Goal 94.19%	Actual 17.86%	Goal 16.86%
Students with Disabilities (SWD)	Actual 93.02%	Goal 93.52%	Actual 35.14%	Goal 34.14%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Promote attendance as a school-wide focus, setting daily site attendance goals with the staff and students.	Attendance will be monitored daily.			
	Recognize students each month (virtually and/or in person) for perfect attendance and reward class with highest attendance rate.	Attendance will be monitored daily.	Student Recognition and Incentives materials.	Title 1 Supplies and Services	2,000
	Meet and regularly check in with parents of chronically absent students.	Administration will work closely with the Student Records Clerk to monitor weekly attendance and unexcused absences.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Monitor Attendance daily: make home visits, phone calls home, and referrals to SART, SARB. Conduct monthly site SART meetings to remediate attendance concerns. Work with attendance officers to make home visits to chronically absent students. Track and monitor chronic absence list regularly. Meet with Student Records Clerk daily to track and monitor absences.	Attendance will be monitored daily and students with chronic absences will be identified. Administration will work closely with the Student Records Clerk to monitor weekly attendance and unexcused absences. SART and SARB referrals will be made monthly as needed to help remediate attendance concerns.			
English Learners (EL)					
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	Attendance to be discussed at all SST and IEP Meetings. Case managers will track SWD chronic Absenteeism. Work with attendance officers to make home visits to chronically absent SWD students. Track and monitor SWD chronic absence students.	Attendance discussions will be document in notes from SST and annual/Triannual IEP Meetings. Case managers will routinely check SWD Attendance Data Attendance will be monitored daily and SWD students with chronic absences will be identified. SART and SARB referrals will be made monthly as needed to help remediate attendance concerns.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The PBIS team met three times during the year to review discipline data. Staff development was provided at monthly staff meetings to reinforce PBIS strategies and school rules. In addition, it was the second year PBIS Rewards was implemented for the 22-23 school year. Our usage by teachers increased from the beginning of the school year from 5 staff members using it to 16 by January 2023. In the beginning of the school year, 20% (one 4th grade class and 6th grade) of our gen-ed teaching staff consistently used the PBIS Rewards app. By January 2023 every grade level has used the application, and now 50% of our gen-ed teaching staff use it consistently (1st grade, 4th grade, 5th grade, and 6th grade). Students have been using the store, buying prizes weekly, and our student council passes prizes out every Friday.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major changes to any strategies or expenditures. We did notice an increase in students participating in SAS and counseling practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue implementing strategies that promote positive behavior and develop district character traits in students. Some of the strategies that staff believed helped to foster our aim were the weekly Friday good job tickets of positive student behavior, and monthly student of the month assemblies, as allowed. The school is also looking for ways to promote the new implemented PBIS Rewards program to promote positive behavior and character traits recognition by all staff members. We would like to increase staff buy-in of the PBIS Rewards application, and student usage through providing more prize options.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
Robertson Road will hold assemblies, recess rodeo to provide ongoing support and education of playground rules and expectations. In addition, with the support of SAS provided by Center for Human Services, classroom presentation will be conducted monthly to provide PBIS strategies to support problem solving. Robertson Road also utilized a Schoolwide student engagement strategies (The Rob Road Big 3) to support and educate students on expected behavior and classroom participation.

PBIS PD

Based on Observations we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:
Provide PD from Center for Human services; PP's, flyers, newsletter, classroom presentations

Additionally we analyzed specific data to indicate the following need(s):

Based on Referrals we identified that 0-49% of all students are in need of support/intervention in the area of:
Behavior

Discuss the areas of strength and need based on data analysis:

Our Typist II translator position reaches out to parents and schedules teacher and/or Administrative meetings to discuss behavior infractions. Create a school-wide focus group to reteach and focus on PBIS strategies. Develop a partnership with parents, schedule parent meetings to provide at-home guidance, and provide resources through SAS and Mental Health Clinician.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 0.26%	Goal 0%
English Learners (EL)	Actual 0.55%	Goal 0.25%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Implement and support the school-wide Positive Behavior Intervention and Support plan including tracking, monitoring, and handling school discipline. The vice principal will collect and monitor discipline incidents and referrals. A PBIS committee will meet and analyze discipline data monthly. Referrals and incidents will be tracked each month looking at common areas of infractions. Rules will be reviewed (virtually and/or in person) with students at monthly assemblies. Provide additional training on PBIS strategies for students requiring additional intervention and behavioral support by attending a PBIS Team Training.	To help monitor and evaluate the success of Roadrunner Pride and determine progress towards meeting our goal, the following will be completed: 1. The vice principal will collect and monitor discipline incidents and referrals. A PBIS committee will meet and analyze discipline data monthly. 2. Referrals and incidents will be tracked each month looking at common areas of infractions. 3. Rules will be reviewed with students at monthly assemblies. 4. Students will be recognized and rewarded for showing positive character traits at monthly Superstar assemblies.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Administration meet regularly with yard duties and campus assistant on student behavior, discipline protocol, and refresher PBIS trainings. Restorative Practices team will to include in these meetings once each Trimester.	Bi-Monthly meetings will be held with Admin., campus assistant, and Yard Duty to review Behavior Data. Restorative Practices team will to include in these meetings once each Trimester. To share Data and Continue keeping campus safe.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Conduct monthly Superstar Assemblies to recognize students for demonstrating positive character traits. Promote positive character traits through class demonstrations, performances, and character education books.

Continue to run and expand the PBIS Store.

Reward students with no discipline incidents each trimester with an after school dance and/or extra recess. | Superstar Assemblies will be held each month to recognize student achievement, character trait awards, and attendance - These assemblies will be led by Admin. data of winners will be tallied

PBIS Store will deliver prizes bi weekly to students who purchase at the PBIS Store. records of prizes will be recorded and used for behavior data

Each trimester Admin will develop an activity for students with no discipline - Data will be recorded | Student Recognition and Incentives | Title 1 Supplies and Services | 2,000 |
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Provide support to students with disabilities and their families regarding behavioral interventions, mental health services, and provide strategies to students regarding conflict resolution.	To help monitor and evaluate the success of Roadrunner Pride and determine progress towards meeting our goal, the following will be completed: 1. The vice principal will collect and monitor discipline incidents and referrals. A PBIS committee will meet and analyze discipline data monthly. 2. Referrals and incidents will be tracked each month looking at common areas of infractions. 3. Rules will be reviewed with students at monthly assemblies. 4. Students will be recognized and rewarded for showing positive character traits at monthly Superstar assemblies.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
Students with Disabilities (SWD)	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Other Student Groups	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year we did a follow up 4 part parent workshop on equity grading and awareness related to data and the standards based report card. Teachers collaborated on grading practices to build more fair and equitable grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to ongoing COVID protocols and regulations, the program was not implemented to its fullest potential. Expenditures were in line with the budget as the supplies were purchased early to ensure their availability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes have been made to this goal for the 2022-23 school year.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
Work to ensure that there are opportunities for before and after school tutoring for students. Also work to ensure there are opportunities to attend school during breaks in school schedule.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Participation rate in PD we identified the following area of need in professional development Access to specific PD

To address this the school can:
Provide teachers with professional development and training. Utilize MCS District Coaches and current staff to provide learning opportunities during collaboration time.

Additionally we analyzed specific data to indicate the following need(s):

MCS Equity Grading Data Dashboard and MOSIS data along with parent surveys to determine need and areas of focus.

Discuss the areas of strength and need based on data analysis:

The equity grading parent workshops were helpful and successful (75% of parents felt that they had a better understanding of the standards based report card). There is a need for more meetings and to move toward teaching staff correlating grading and report card submissions.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Offer before and afterschool tutoring as well as intersession opportunities. Continue work on the equity grading task force committee and parent work.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Allocate collaboration time to focus on re-engagement strategies specifically geared to student engagement at school in person.	Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments using Performance Matters and student work as a whole staff and grade level PLC team throughout the year. Teachers will track and monitor student progress through data discussions every 6 weeks to be able to provide interventions to students.			
	Develop a school wide agreement on criteria for scoring the Standards Based Report Card ensuring grades are equitable in and across grade levels.	Leadership team, Administrators, and teachers will analyze district Standards based Report Card and work to create a school wide criteria for scoring.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Educate parents on Standards Based Report card grading system.	Parent Meetings will be held each trimester to help parents understand the standards based report card and use it to monitor and support student achievement.			
	Provide teachers time for collaborative lesson design focusing on utilizing the Science and Social Studies curriculum to help teach and support ELA Standards.	Weekly class visits and grade level collaboration will be used to review assessments and plan effective instruction and for each student by looking at student outcomes.			
English Learners (EL)	Staff will analysis behavior Data and increase PBIS support, as well as, counseling to assist students. To ensure equity this data will be looked at by sub groups.	Staff will analysis and share out data 3 to 4 times a year.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Staff will analysis behavior Data and increase PBIS support, as well as, counseling to assist students. To ensure equity this data will be looked at by sub groups. SWD behavior meeting will be held with SED Staff and Inclusion Specialist to support and share idea to help students	Staff will analysis and share out data 3 to 4 times a year. SED staff will meet constantly to discuss student through out the year. beyond IEP,SST, and other District mandated meetings			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent access to online tools improved through the parent training and supports offered by the office staff. Most parents are now on Parent Square and many use it to converse with their child's teacher. Attendance for students increased when the Learning Hubs were implemented to support students struggling to attend and parents who were struggling with having their students access their lessons.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the intended implementation. This year we were able to hold meetings/Trainings in person.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of a parent English class to support our EL parents in their development of the English language as well as Standards based report card workshops.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: navigating school

To address this the school can:
Continue monthly parent meetings focus on strategies to build reading foundation skills at home, provide in-depth training on the report card and state standards, along with a focus on attendance and behavior.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:
Provide strategic professional development based on site needs during school hours and after school by appointment.

Additionally we analyzed specific data to indicate the following need(s):

Parent attendance remained low during the 2021-22 school year. This was based on surveys and attendance at ELAC, Back to School, Open House, and parent outreach meetings.

Discuss the areas of strength and need based on data analysis:

Based on data increasing parent involvement is paramount and the parent-to-school connection is imperative. Data indicates the need for increased parent involvement. To meet this need Robertson Road will increase parent communication, institute parent surveys, increase parent meetings attendance, and connect with community stakeholders.

Subject: Parent Engagement

LEA/LCAP: | LCAP Goal 3

Goal #7   Increase parent involvement and engagement by surveying parents to determine topics of interest and schedule monthly informational meetings on the impact of attendance and academic achievement, and how to be involved at the school. Also, continue to build understanding of Standards Based Report Card.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Continue to increase parents' knowledge of California State ELA Standards and strategies to support their child academically by holding virtual classes and virtual parent meetings.	Parent Meeting agendas. Parent surveys and interviews throughout the year.	Translations/Interpretation	Title 1 Parent Involvement	683
			Supplies for parent classes	Title 1 Parent Involvement	700
			Child Care	Title 1 Parent Involvement	606
	Increase parent knowledge of standards based report cards.	Parent Meeting agendas. Parent surveys and interviews throughout the year.			
	Increase parent knowledge of online learning tools by offering parent classes to increase parent participation and knowledge of online learning resources.	Monthly parent meetings will be used to support parent online learning. Office Staff will also walk parents through online resources one-on-one as needed.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide consistently support to parents about the importance of school attendance everyday, sharing data and attendance outcomes at parent meetings.	Parent Meeting agendas. Parent surveys and interviews throughout the year.			
	Second Cup of Coffee meetings will continue as will adult classes. Surveys will help determine areas Parents would like to explore.	Second Cup meeting will be Twice a month through out the year. Agendas will be used to track offerings. Parent Classes will be held and tracked by number of participants.			
English Learners (EL)	Increase parent communication and provide translations to parents involving school information. All home communications will be translated to parents. Additionally, parent conferences and parent meetings will always include translations to make sure our EL parents are given support and information to better support the academic needs of their children Parent Meeting agendas.	Parent Meeting agendas. Parent Conference sign-ins. Parent surveys and interviews throughout the year.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
Students with Disabilities (SWD)	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Other Student Groups	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Administrators and teachers will analyze district assessments including DIBELS and ELA Unit Assessments and performance tasks, teacher assessments using Performance Matters Platform, and student work as a whole staff and grade level PLC team throughout the year. Administrators and teachers will analyze district assessments including math benchmarks, SWUN Unit Assessments, and student work as a whole staff and grade level PLC team throughout the year. Meet with Student Records Clerk daily to track and monitor absences. The vice principal will collect and monitor discipline incidents and referrals. A PBIS committee will meet and analyze discipline data monthly. Administration meet regularly with yard duties and campus assistant on student behavior, discipline protocol, and refresher PBIS trainings. Conduct monthly Superstar Assemblies to recognize students for demonstrating positive character traits.	Administrator of Curriculum, Instructional Support, and Pupil Services K-6	Title 1 Positions	86,671	ELA Goal Math Goal Attendance Goal Equity Goal Parent Involvement Goal

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Promote positive character traits through class demonstrations, performances, and character education books.				

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	86,671	0.00
Title 1 Professional Development	8,323	0.00
Title 1 Parent Involvement	1,989	0.00
Title 1 Certificated	1,837	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	11,698	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$110,518
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$
Total Funds Provided to the School Through the Consolidated Application	$110,518
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$110,518.00
Grand total budgeted including carryover from Section 11	$110,518

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Robertson Road Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	Staff
1. Name: Krystal Black Term: 22-23 and 23-24 XParent Community Member	1. Name: Daniel R Guzzi **Principal**
2. Name: Martha Alvarez Term: 22-23 and 23-24 XParent Community Member	2. Name: Elida Solis Term: 22-23 and 23-24 **Teacher**
3. Name: Oneyva Rosas Term: 22-23 and 23-24 XParent Community Member	3. Name: Molly Lao Term: 22-23 and 23-24 **Teacher**
4. Name: Crystal Rios Term: 21-22 and 22-23 XParent Community Member	4. Name: Danica Donker Term: 21-22 and 22-23 **Teacher**
5. Name: Jacqueline Moreno Term: 21-22 and 22-23 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Kristy Knell Term: 21-22 and 22-23 **Other School Staff**

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Brenda Silva	English Language Advisory Council (ELAC)
Elida Gallegos-Solis	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/16/2023 03:30 pm

Attested:

Daniel R. Guzzi	SSC Chairperson
Kristy Knell	SSC Vice Chairperson
Danica Donker	SSC Secretary