



2023-2024

Robinson Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

School Demographics

School Demographics			
	School	District	State

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings
Written Analysis
Overall school wide, 31% of all students in Grades 3 - 8 scored at Met or Exceeded on ELA SBAC. AAs scored at 23% Met or Exceeded. ELs scored at 11% Met or Exceeded. Sped scored at 7% Met or Exceeded (1006) I-Ready Data shows 66% of all elementary students and 54% of all middle school students met their typical growth goal with 29% of all elementary students and 24% of all middle school students met their stretch growth goal. 61% of AA elementary students and 53% of AA middle school students met typical growth goal and 33% of elementary students and 26% of middle school students met stretch growth goals. 61% of EL elementary students and 56% of EL middle school students met typical growth goal and 28% of elementary and middle school students met their stretch goal. 55% of elementary SPED students and 61% of middle school SPED students met their typical growth goal with 19% of elementary SPED students and 22% of middle school SPED students met their stretch growth.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals
Written Analysis
<p>All students will increase at least one year's worth of growth or by at least 14% as measured by ELA SBAC. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing district assessments with a specific focus on identified groups including African American, English Learners and students with special education needs or services. Students performing below grade level will increase by more than one years worth of growth to close the gap between their achievement level and grade level. Overall school wide SBAC ELA goal is at least 55% Met or Exceeded. I Ready Goals: At least 35% of all students meeting stretch growth, AA students goal is 40% meeting the stretch growth goal, EL students goal is 45% meeting typical growth goal and Sped students goal is 50% meeting typical growth.</p> <p>Our action plan includes focusing our efforts to ensure all students are provided with direct and differentiated instruction based upon their current performance levels and grade level standards. Students in each grade level will participate in quality core instruction utilizing district adopted texts with supplemental materials. Elementary grade students will also benefit from both in class support from reading specialists with pull out support for select students. Middle School students will also be selected for after school support utilizing classroom teachers or outside tutoring resources as well. All students identified as significantly below grade level utilizing the IReady and other assessments will be identified for supplemental support through tutoring programs and on - line differentiated supports such as the IReady personalized platform and RAZ kids. The effectiveness of our actions on students will occur through monitoring IReady growth, class assessments and District standards assessments. Students who continue to show lack of growth will be selected for student success team meetings to identify additional areas of need such as attendance or identified for potential assessment for Tier 3 intensive services such as a 504 or IEP. In short, our action summary includes ensuring direct, focused and differentiated Tier 1 instruction, Tier 2 support, in class, with small group instruction or push in support and other supplemental resources, while Tier 3 supports for those students continuing to struggle.</p> <p>As far as ELA staff development, differentiated professional development will be offered in faculty meetings. All teachers will participate in learning walks. Also there will be three release days for teachers to analyze data using the PDSA cycle. The site literacy lead also provides coaching for teachers in grades K-2.</p>

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings
Written Analysis
SBAC Math All students were at 21% Met or Exceeded. 11% of AA students were at Met or Exceeded. 8% of ELs scored at Met or Exceeded. 3% of Speds scored at Met or Exceeded. I Ready: 54% of All elementary students and 59% of all middle school students met the typical growth goal with 26% of all elementary and middle school students meeting the stretch goal. 37% of elementary AA students and 51% of middle school AA students met the typical growth goal and 15% of elementary and 27% of middle school AA students met the stretch goal. 57% of elementary EL students and 51% of middle school EL students met the typical growth goal and 28% of elementary and 26% of middle school EL students met the stretch goal. 49% of elementary SPED students and 48% of middle school SPED students met the typical growth goal and 15% of elementary and 19% of middle school SPED studnets met the stretch goal.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals	
Written Analysis	
<p>All students will increase at least one year's worth of growth or at least 16% as measured by Math SBAC. Students performing below grade level will increase by more than one year's worth of growth to close the gap between their achievement level and grade level. SBAC Math Goal for all students is to grow to at least 37%. AA students to grow to at least 29%. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing district assessments with a specific focus on identified groups including African American, English Learners and students with special education needs or services.</p> <p>Our math action plan also includes focusing our efforts to ensure all students are provided with direct and differentiated instruction based upon their current performance levels and grade level standards. Students in each grade level will participate in quality core instruction utilizing district adopted texts with supplemental materials. Elementary grade students will also benefit from the use of Cognitive Guided Instructional Strategies in all grades while Middle School students will benefit from utilization of resources from Building Thinking Classrooms. Based upon IReady scores, students will also be selected for afterschool support utilizing classroom teachers or outside tutoring resources. All students identified as significantly below grade level utilizing the IReady and other assessments will be identified for supplemental support through tutoring programs and on - line differentiated supports such as the IReady personalized platform and RAZ kids. The effectiveness of our actions on students will occur through monitoring IReady growth, class assessments and District standards assessments. Students who continue to show lack of growth will be selected for student success team meetings to identify additional areas of need such as attendance or identified for potential assessment for Tier 3 intensive services such as a 504 or IEP. In short, our action summary includes ensuring direct, focused and differentiated Tier 1 instruction, Tier 2 support, in class, with small group instruction or push in support and other supplemental resources, while Tier 3 supports for those students continuing to struggle.</p> <p>As far as math staff development, differentiated professional development will be offered in faculty meetings. All teachers will participate in learning walks. Also there will be three release days for teachers to analyze data using the PDSA cycle. The site math lead also provides coaching for teachers in grades 3-5.</p>	

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Overall ELs students scored significantly lower than the school wide score at 20% lower in ELA and 13% lower in Math on the SBAC. While ELs with RFEP students scored at the school wide score and RFEP alone exceeded the school wide score at 52% in ELA and 36% in Math.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

EL students need to increase their scores by at least 18% on the ELA and Math SBAC. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing district assessments with staff, parents and colleagues from other schools or district offices. EL students will be provided increase opportunities to engage in specific instruction on language and increased focus on speaking and listening through active engagement in the content areas. Active engagement is beneficial to all students, however the increased use of speaking and listening skills and instruction in a peer to peer environment will help them develop knowledge and skills to succeed in all content areas.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings	
Written Analysis	
Overall attendance was at 92.4% for 22-23. Chronic Absences were at 29.90%. Suspension Rates were at 7.9% Pulse Survey Scores in Student Agency, Sense of Belonging and Student Identity were between 66% up to 81%.	

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals	
Written Analysis	
Attendance Goal of 95% or higher. Chronic Absence Goal of 10% lower than the prior year. Suspension Rate goal of 7% or lower. Increase Pulse Survey scores by at least 5% in all areas. Our focus on active engagement of our students in purposeful and differentiated instruction will have a positive impact on attendance. As students become more involved in school, we will gain further insight through the use of student agency to help them connect with school. Administration of the Pulse survey and student groups such as the Associated Student Body, Journalism, Yearbook and the Where Everybody Belongs (WEB) program will have a positive impact on school climate. Along with school wide professional development in Olweus and Harmony, plus restorative justice.	

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) All students will increase at least one years worth of growth or by at least 6% as measured by ELA SBAC. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing district assessments with a specific focus on identified groups including African American, English Learners and students with special education needs or services. Students performing below grade level will increase by more than one years worth of growth to close the gap between their achievement level and grade level. Overall schoolwide SBAC ELA goal is at least 45% Met or Exceeded. I Ready Goals:At least 53% of all students meeting typical growth, AA students goal is 49% meeting the stretch growth goal, EL students goal is 45% meeting typical growth goal and Sped students goal is 61% meeting typical growth. AA and EL goals	Goal Partially or Not Met	Students did increase their growth on the reading i-Ready with 59% meeting their typical growth and 28% meeting their stretch growth. However, students did not grow on the SBAC ELA.	For the 2023-2024 School year, we will utilized I-Ready resources including i-Ready personalized learning, District pacing, RAZ Kids individualized program and refocus on providing cognitively engaging standards based instruction.

demonstrate greater growth as to decrease the achievement gap. Our action plan includes focusing our efforts to ensure all students are provided with direct and differentiated instruction based upon their current performance levels and grade level standards. Students in each grade level will participate in quality core instruction utilizing district adopted texts with supplemental materials. Elementary grade students will also benefit from both in class support from reading specialists with pull out support for select students. Middle School students will also be selected for afterschool support utilizing classroom teachers or outside tutoring resources as well. All students identified as significantly below grade level utilizing the IReady and other assessments will be identified for supplemental support through tutoring programs and on - line differentiated supports such as the IReady personalized platform and RAZ kids. The effectiveness of our actions on students will occur through monitoring IReady growth, class assessments and

	District standards assessments. Students who continue to show lack of growth will be selected for student success team meetings to identify additional areas of need such as attendance or identified for potential assessment for Tier 3 intensive services such as a 504 or IEP. In short, our action summary includes ensuring direct, focused and differentiated Tier 1 instruction, Tier 2 support, in class, with small group instruction or push in support and other supplemental resources, while Tier 3 supports for those students continuing to struggle.			
Math	1) All students will increase at least one years worth of growth or at least 6% as measured by Math SBAC. Students performing below grade level will increase by more than one years worth of growth to close the gap between their achievement level and grade level.SBAC Math Goal for all students is to growth to at least 29% AA students to grow to at least 24%. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing	Goal Partially or Not Met	Students did increase their growth on the math i-Ready with 54% meeting their typical growth and 25% meeting their stretch growth. However, students did not grow on the SBAC ELA.	All TK - 5 staff will engage in Cognitive Guided Instruction in math. Middle school will use Building a Thinking Classroom. All grades will use i-Ready math resources including i-Ready personalized instruction, and standards based instruction. After school tutoring will be provided for identified students in ongoing cycles.

district assessments with a specific focus on identified groups including African American, English Learners and students with special education needs or services.

Our math action plan also includes focusing our efforts to ensure all students are provided with direct and differentiated instruction based upon their current performance levels and grade level standards. Students in each grade level will participate in quality core instruction utilizing district adopted texts with supplemental materials. Elementary grade students will also benefit from the use of Cognitive Guided Instructional Strategies in all grades while Middle School students will benefit from utilization of resources from Building Thinking Classrooms. Based upon IReady scores, students will also be selected for afterschool support utilizing classroom teachers or outside tutoring resources. All students identified as significantly below grade level utilizing the IReady and other assessments will be identified for supplemental

support through tutoring programs and on - line differentiated supports such as the IReady personalized platform and RAZ kids. The effectiveness of our actions on students will occur through monitoring IReady growth, class assessments and District standards assessments. Students who continue to show lack of growth will be selected for student success team meetings to identify additional areas of need such as attendance or identified for potential assessment for Tier 3 intensive services such as a 504 or IEP. In short, our action summary includes ensuring direct, focused and differentiated Tier 1 instruction, Tier 2 support, in class, with small group instruction or push in support and other supplemental resources, while Tier 3 supports for those students continuing to struggle.			
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English Learner	<p>1) EL students need to increase their scores by at least 25% of the difference between the overall school goal AND at least 6% to decrease the performance gap and increase their overall achievement levels. Monitoring the effectiveness of our actions on student achievement and progress will occur a minimum of 3 times through the year utilizing district assessments with staff, parents and colleagues from other schools or district offices. EL students will be provided increase opportunities to engage in specific instruction on language and increased focus on speaking and listening through active engagement in the content areas. Active engagement is beneficial to all students, however the increased use of speaking and listening skills and instruction in a peer to peer environment will help them develop knowledge and skills to succeed in all content areas.</p>	Goal Partially or Not Met	EL students did increase their i-Ready typical and stretch growth but did not grow on the SBAC.	EL's will be provided with specific language support, newcomers will receive tech support and differentiated instruction will be utilized to support academic growth of all students.
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Culture/Climate	1) Attendance Goal of 95% or higher Chronic Absence Goal of 10% or lower Suspension Rate goal of 9% or lower Increase Pulse Survey scores by at least 5% in all areas. Our focus on active engagement of our students in purposeful and differentiated instruction will have a positive impact on attendance. As students become more involved in school, we will gain further insight through the use of student agency to help them connect with school. Administration of the Pulse survey and student groups such as the Associated Student Body, Journalism, Yearbook and the Where Everybody Belongs (WEB) program will have a positive impact on school climate.	Goal Partially or Not Met	Most culture climate metrics did not demonstrate growth or decreases in negatives. Including attendance, chronic absences and discipline data.	Culture and climate will be specifically addressed through rigorous and engaging instruction, measured by CORE and PULSE Surveys to ensure continual monitoring and revision. Parent Involvement groups and trainings have been brought back to the campus. Along with school wide Olweus and Harmony training and implementation.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide specific PD on Guided Reading including providing all K - 6 teachers with 2 professional reading books (The Next Step Forward in Guided Reading & The Guided Reading Teachers Companion) to be utilized in one half day release time per teacher per quarter including planning time for teacher leaders for planning. (PD 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful

Middle School Department Data Analysis, Unit and Lesson planning collaboration. (PD 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide specific PD on Guided Reading including providing all K - 6 teachers with 2 professional reading books (The Next Step Forward in Guided Reading & The Guided Reading Teachers Companion) to be utilized in one half day release time per teacher per quarter including planning time for teacher leaders for planning. (PD 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
The Recreation team provides safety and civility to the learning environment through supervision to the common areas. Superintendent Steinhauser has given an allocation to all sites to manage their implementation of recreation supervision. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase RAZ Kids technology based independently leveled reading system (IN 8)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
The Recreation team provides safety and civility to the learning environment through supervision to the common areas. Superintendent Steinhauser has given an allocation to all sites to manage their implementation of recreation supervision. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Provide additional small group instructional opportunities in Grades 4 and 5 addressing students scoring below grade level. This is a special contract teacher who will work full time every school day for second semester of the 22-23 school year. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide targeted support to students with highest rate of suspension, absenteeism by collaborating with staff on Attendance/Chronic Absenteeism rate potential strategies and systems to enhance at risk students achievement in grades K-8; specific concentration suspension/expulsion rate to Hispanic/African American boys. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
HP ProBook 450 G8 Laptop for computer classes - \$797 x 36 = 28,692 (estimated) ***note this line item was approved in last year supplemental material line 8. This purchased was never put online on time for the expense to hit in FY 21-22. (SM 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

Supplemental funding of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns and increase student attendance rates. Additional support is needed as our school transitions back from Butler due to our Measure E relocation during the 2021-2022 school year. The supplemental funding of a Senior Health Assistant will also help to improve school climate by decreasing classroom interruptions and increasing student self-efficacy and social emotional well-being. Our current district allocation is 3.8 hours x two days. Additional funds will ensure coverage for three days at 3.8 per day. Total cost for 3 days will be \$14,400. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Students need to have the opportunity to have field trip experiences to support student interests and common experiences which can then be utilized in the classroom. This would provide transportation for each grade level to have one field trip for the year. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Provide staff development in Cognitively Guided Instruction for all TK - 5 teachers, led by District staff. (PD 3)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide families with additional resources, referrals for services to support health/medical needs. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase of Nearpod Subscription to assist with academic instruction (SM 6)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Purchase Reading Recovery Support Materials: Reading Recovery Books (SM 3)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

A full-time, TOSA Intervention Teacher will provide supplemental pullout, daily small group instruction to support struggling students (as identified by data) on a daily basis trimester by trimester. Additionally, on an as needed basis (based on enrollment), newcomer students will be provided daily, supplemental pull out support to address language acquisition needs which will accelerate their ability to learn to read in a new language. Furthermore, this full-time TOSA Intervention Teacher will support campus professional development needs by coaching individual teachers and grade levels to increase their proficiency with implementation of small group instruction reading practices within their own classrooms to foster more effective differentiated instruction for all students (IN 5)	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
Scholastic Newsletter subscription to support ELA across K - 8 grades. (SM 2)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Provide specific PD on Guided Reading including providing all K - 6 teachers with 2 professional reading books (The Next Step Forward in Guided Reading & The Guided Reading Teachers Companion) to be utilized in one half day release time per teacher per quarter including planning time for teacher leaders for planning. (PD 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
The 50% Counselor will provide Tier 2 and Tier 3 SEL support via group and individual counseling sessions to help address concerns with our At-Promise students. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Parents needs interpretation support at school meetings and parent trainings. (PI 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade</p>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing,</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Core5</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

For Middle (6-8) Grades:

All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:

Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.

Reading and writing analysis grounded in evidence from text.

Regular practice with reading and producing complex text and its academic vocabulary with intensity.

All 6-8 Language Arts classrooms will use:

District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.

Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and

including:

A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.

Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)

Diagnostic reading growth assessments 3x a year (iReady)

Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)

needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <p>Arguments to support claims in an analysis of substantive topics/texts</p> <p>Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</p> <p>Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <p>Reading to build knowledge for written pieces</p> <p>Working through the writing process for all 3 text types including planning, revising, editing and publishing</p> <p>Orally rehearsing using linguistic patterns</p> <p>Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Conferring with the teacher and other students</p>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5):</p> <p>"On Demand" Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8):</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of "On Demand" Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8:</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5):</p> <p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8):</p> <p>myPerspectives and associated ancillary materials, Pearson</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <p>Strategically focusing where the Standards focus</p> <p>Coherence: think across grades and link to major topics within grades</p> <p>Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <p>Daily Math Routines</p> <p>Math Tasks</p> <p>Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <p>Mathematical Discourse</p>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8):</p> <p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All:</p> <p>LBUSD Supplemental Instructional Resource</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
At risk and underachieving students need additional support to meet the demands and requirements in a general education setting D/F Rate 20, Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20	Provide targeted support to students with highest rate of suspension and absenteeism by collaborating with staff on Attendance/Chronic Absenteeism, Culture/Climate Data and enhance revisions to schoolwide practices specifically to benefit at risk youth and focusing on historically marginalized groups.	African-American, All Students, Hispanic, English Learners, Identified At-Risk Students	Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100%	08/15/2023 - 06/21/2024 Daily	Assistant Principal	Pulse Data Attendance/Suspension Rates Discipline Data D/F Rate 20, Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20

Need to increase sense of belonging and pride. Students need additional opportunities with supportive staff members. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, SEL Survey 20	Funding to support student sense of belonging through WEB activities. Funding would support both materials for activities and staff support for activities which occur outside of the teacher work day.	All Students	LCFF \$1,000 Title 1 \$3,000 Materials - LCFF 100% Services - Title 1 100%	08/28/2023 - 06/15/2024 Monthly	Administrator Facilitator Teachers	Student attendance Calendar of Event Periodic Surveys Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, SEL Survey 20
Current furniture lacks flexibility and does not provide enough space for students for library lessons and parents for parent meetings. New tables will support comfortable, flexible seating for both students and parents. Need to replace and update furniture. Basic Services 100	Purchase 6 new tables and 40 new chairs to support the school library. Costs not to exceed \$12,000	All Staff, All Parents, All Students	Par Inv \$1,200 LCFF \$10,800 Materials - LCFF 90%; Par Inv 10%	05/09/2023 - 06/16/2024 Monthly	Librarian	Tables and chairs are used weekly in a variety of formats. Librarian will monitor use of equipment with all students. Basic Services 100

There is a need to provide Robinson families with health and nutrition information. Current allocations provide .40 FTE of Nursing coverage and 0.19 of Health Asst. (3 days). This allocation provides support on 3 days of the week, however our students and families need support every day. Basic Services 100	This will insure nursing support for our students during each school day. The Senior Health Assistant will focus efforts to increase and support students and families with knowledge about and access to quality health care.	All Students	LCFF \$16,317 Senior Health Assistant .285 FTE - LCFF 100%	08/29/2023 - 06/14/2024 Daily	Nurse / Principal	Referral Forms parent satisfaction surveys Logs of phone calls and home visits IEP health and medical reports Basic Services 100
Insufficient number of music stands for musicians Basic Services 100	Purchase 24 music stands and stand rack	All Students	LCFF \$2,000 Materials - LCFF 100%	06/06/2023 - 06/14/2024 Daily	Esbeyde Sanchez or Music Teacher	Music teacher Basic Services 100

Students and families need greater support in socio emotional areas and assistance reducing negative impacts coupled with reintegration efforts to reduce discipline and disruption. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, SEL Survey 30, Basic Services 30	Students and families of the Robinson community need support in becoming more involved in school and socio emotional support. Increasing our facilitator position will ensure daily SEL & Restorative Justice education, efforts and support as well as consistent efforts to increase parental involvement. Furthermore, this full-time TOSA Intervention Teacher will support campus professional development needs for restorative practices	African-American, English Learners, Identified At-Risk Students, Homeless	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/23/2023 - 06/17/2024 Daily	Facilitator/SEL	Classroom Teacher and Administration Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, SEL Survey 30, Basic Services 30
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CORE Survey Data: Staff, Parent and Student Basic Services 100	The Recreation team provides safety and civility to the learning environment through supervision to the common areas. Superintendent Baker has given an allocation to all sites to manage their implementation of recreation supervision.	All Parents, All Staff, All Students	LCFF Rec \$61,437 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (9) for 170 hours annually - LCFF Rec 100%	08/29/2023 - 06/14/2024 Daily	Assistant Principal	CORE Survey results Basic Services 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Open House and school of choice education celebration is planned to inform parents and students of expectations and ways to prepare.	Lessons are planned to introduce students to Middle School Options, site night is planned, parent night and middle school choice fair.	Lessons are planned to introduce students to High School Options, site nights is planned, parent night and high school choice fair.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Math achievement levels are significantly below desired levels and significantly lower than ELA achievement levels. Teachers need to learn additional strategies to meet student needs. SBAC ELA 20, SBAC Math 20, D/F Rate 10, Core Curriculum 50	Provide staff development in Cognitively Guided Instruction, Building Thinking Classrooms and ELA Support for all teachers as applicable to grade levels and departments.	LCFF \$15,203 Substitute teacher full day (1) for 60 days - LCFF 100%	08/29/2023 - 06/14/2024 Semester	Instruction and Intervention Coordinator ELA TOSA Math Support Staff (ES and MS) Asst. Principal Principal	I Ready Math Reports Unit Assessments Priority Standards Assessments SBAC Math SBAC ELA

Teaches need to analyze, reflect and plan with the Administrator and/or IIC on the impact of their instruction to meet the needs of student who are not succeeding in order to improve instructional effectiveness. D/F Rate 30, Attendance/Chronic Absenteeism Rate 10, Core Curriculum 30, Basic Services 30	Individual data conferences with the Administrator and/or Instruction and Intervention Coordinator to support data analysis to inform lesson planning and differentiation.	Title 1 \$7,601 Substitute teacher full day (1) for 30 days - Title 1 100%	08/28/2023 - 06/18/2024 Semester	Administrator & IIC	Once per semester, admin and/or IIC will engage in a PDSA cycle conversation with individual teachers.
School Counselor needs additional professional development to support new, updated and effective practices to support our students Attendance/Chronic Absenteeism Rate 10, Suspension/Expulsion Rate 30, Culture-Climate Survey (Parent) 30, SEL Survey 30	California Association for School Counselor Conference admission and housing for the Robinson School Counselor and one certificated substitute to support the school site while counselor is in attendance at this conference.	LCFF \$1,003 Substitute teacher full day (1) for 1 days - LCFF 100% Services - LCFF 100%	06/06/2023 - 12/31/2023 Monthly	Rima Hosn	Principal Asst. Principal School Counselor

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in site and District based professional development based upon student needs, teacher desires and aligned with school and district goals. Our Instructional Leadership team and Instruction/Intervention Coordinator provide valuable input based upon classroom visits and data analysis.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents need to be involved in the education of their students. Efforts are planned to engage parents in parent information nights, workshops, open house. School Site Council and ELAC are two formal methods to engage parents.	School Site Council and ELAC are two formal methods. PTA will be considered and addressed based upon parent interest.	No Funds at this time as ELAC has not provided recommendations for use of Title I at this time.	August 2022 through June 2023	Interpretation and Translation services are needed. Bilingual Counselor is also critical	Attendance, CORE Surveys and attendance at parent events.
High percentage of Spanish speaking parents need support to help engage with the school for the benefit of students. Basic Services 100	Parents needs interpretation support at school meetings and parent trainings.	Title 1 \$2,000 Services - Title 1 100%	01/18/2023 - 06/17/2023 Monthly	Administration Counselor Instruction and Intervention Coordinator	Administration will ensure parent trainings and services are provided.

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Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Rebecca Ngo	06-13-2025
Staff	Classroom Teacher	Esbeyde Sanchez	06-13-2024
Staff	Classroom Teacher	Shannon Marengo	06-13-2025
Staff	Classroom Teacher	Raphael Sotelo	06-13-2025
Staff	Non Classroom Teacher	Maritza Tapia	06-13-2024
Community	Parent	Jessica [REDACTED]	06-13-2024
Community	Parent	Robin [REDACTED]	06-13-2024
Community	Parent	Sarizella [REDACTED]	06-13-2024
Community	Parent	Carmen [REDACTED]	06-13-2025
Community	Parent	Jesse [REDACTED]	06-13-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Yolanda [REDACTED]
DELAC Representative	Parent of EL Student (required)	Sarizella [REDACTED]
Principal or Designee	Staff Member (required)	Rebecca Ngo
Secretary	Staff Member (required)	Dawn Thornley

Name	Representing
Antonia [REDACTED]	Parent of EL Student
Enrique [REDACTED]	Parent of EL Student
Erica [REDACTED]	Parent of EL Student
Kathy [REDACTED]	Parent of EL Student
Luz [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Jessie [REDACTED]	Parent of Non-EL Student
Vanessa Luna Delgadillo	Staff Member

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/27/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - More work on paper instead of just computer - Homework help line advertised - Math tutoring - English tutoring - Small group tutoring in class - After school homework help center on campus - IXL - Ways to motivate parents <p>Fun activities that involve parents during school and after school, for example Thanksgiving (grade level bring certain foods)</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>SBAC Math for EL students</p> <p>CELDT/ELPAC Results</p> <p>Language Census Data</p>

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/03/2023
6. What was SSC's response to ELAC recommendations?	<ul style="list-style-type: none"> - Consider technology workshops to help parents understand programs used by students on the computer - Homework helpline will be published in parent weekly bulletin and on website - Math tutoring currently underway - Small group tutoring in class will be addressed with literacy supplements and Heggerty SSC approved for K-2, needs assessment for other grades will be done - Parent involvement committee and support staff working with leadership clubs to increase parent involvement - Noted English tutoring, IXL, and after school homework help center on campus recommendations

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/03/2023
2. The SSC approved the **Home-School Compact** on 10/03/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/03/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/14/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA: 10/24/2023
6. The SPSA was approved at the following SSC Meeting: 10/24/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Jackie Robinson K-8 Academy
2023 - 2024 Parent Home School Compact

As we are all committed to _____ (student name)'s success in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a *Student* I pledge to:

- Be ready to learn in person or virtually using CANVAS.
- Follow Jackie Robinson Academy's Guidelines for Success guidelines.
- Work as hard as I can on my school assignments and my behavior in school.
- Discuss with my parents what I am learning.
- Limit my use of electronic devices and reading nightly for at least 30 minutes.
- Wear my uniform everyday
- Be the BEST student I can be. Nurture a GROWTH mindset and be respectful to my peers.

Student Signature _____

As a *Parent* I pledge to:

- Participate in scheduled parent teacher conferences.
- Communicate with teachers, counselors, office staff, administrators, other parents, community workers, nurses, psychologists, and specialists by making a strong effort to participate in conferences, PTSA, School Site Council/ELAC, Annual Public Meetings. Respond to letters, phone calls, emails, and informal conferences (before/after school) in a timely manner.
- Discuss reports, conferences, test scores, reading logs, homework and notes, each night with my student on an ongoing basis. • Provide a quiet workplace, sufficient rest, and assistance with their homework.
- Support learning by asking my students about their learning experiences and monitoring their attendance. Assist students with virtual learning by making sure Synchronous / Asynchronous work is completed and assignments are monitored with the support of CANVAS.

Parent Signature _____

As a *Teacher* I pledge to:

- Teach lessons that are well-planned, rigorous and challenge students at grade level proficiency standards in person or virtually with CANVAS.
- Communicate through some of these options: SCHOOL MESSENGER, CANVAS, Class Dojo, conferences, report cards, phone calls, progress reports, Open House, Back-to-School, positive phone calls/notes, workshops, emails, homework, newsletters, agenda, etc.
- Offer parent-teacher and retention conferences, ELD addendum, RTI/SST's, IEP's, progress reports, assessments, recommendations for special programs, and reminders about upcoming assessments/activities.
- Provide individualized instruction, material, a safe learning environment, access to the core curriculum, instructional resources, and motivational-strategies.

Teacher Signature _____

As a *Principal*:

- Create a welcoming environment for students, parents and teachers.
- Communicate the school's mission, goals, and objectives.
 - Ensure safe and orderly learning.
 - Invite parents to participate in their students' learning such as Open House, Back-to-School, SSC/ELAC, awards assemblies, promotions, School Newsletters, Principal Meetings and parent workshops.
 - Act as the instructional leader that expects high-quality teaching and learning. • Provide appropriate learning development for teachers, parents, and students.
 - Provide workshops that are specific to parent's knowledge of programs and resources that align homework and classwork.

Principal Signature _____



Jackie Robinson K-8 Academy

2023-2024 Pacto entre padres, hogar y escuela

Como todos estamos comprometidos con el éxito de _____ (nombre del estudiante) en la escuela, haremos todo lo posible para promover su rendimiento. Este acuerdo es una promesa de trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante, me comprometo a:

- Estar listo para aprender en persona o virtualmente usando CANVAS.
- Seguir las pautas para el éxito de Jackie Robinson Academy.
- Trabajar tan duro como pueda en mis tareas escolares y mi comportamiento en la escuela.
- Hablar con mis padres sobre lo que estoy aprendiendo.
- Limitar mi uso de dispositivos electrónicos y leer todas las noches durante al menos 30 minutos.
- Usar mi uniforme todos los días
- Ser el MEJOR estudiante que puedo ser. Fomentar una mentalidad de CRECIMIENTO y ser respetuoso con mis compañeros.

Firma del estudiante _____

Como padre , me comprometo a:

- Participar en las conferencias programadas de padres y maestros.
- Comunicarse con maestros, consejeros, personal de oficina, administradores, otros padres, trabajadores comunitarios, enfermeras, psicólogos y especialistas haciendo un gran esfuerzo para participar en conferencias, PTSA, Consejo Escolar/ELAC, Reuniones Públicas Anuales.
- Responder a cartas, llamadas telefónicas, correos electrónicos y mensajes informales conferencias (antes/después de la escuela) de manera oportuna.
- Discutir informes, conferencias, puntajes de exámenes, registros de lectura, tareas y notas, cada noche con mi estudiante de forma continua.
- Proporcionar un lugar de trabajo tranquilo, suficiente descanso y asistencia con sus tareas.
- Apoyar el aprendizaje preguntando a mis alumnos sobre sus experiencias de aprendizaje y controlando su asistencia.
- Ayude a los estudiantes con el aprendizaje virtual asegurándose de que el trabajo sincrónico/asincrónico se complete y las asignaciones son monitoreadas con el apoyo de CANVAS.

Firma del padre _____

Como maestro, me comprometo a:

- Enseñar lecciones bien planificadas, rigurosas y desafiar a los estudiantes en los estándares de competencia del nivel de grado en persona o virtualmente con CANVAS.
- Comuníquese a través de algunas de estas opciones: SCHOOL MESSENGER, CANVAS, Class Dojo, conferencias, boletas de calificaciones, llamadas telefónicas, informes de progreso, jornada de puertas abiertas, regreso a la escuela, llamadas telefónicas/notas positivas, talleres, correos electrónicos, tareas, boletines, agenda, etc.
- Ofrecer conferencias de padres y maestros y de retención, apéndice ELD, RTI/SST, IEP, informes de progreso, evaluaciones, recomendaciones para programas especiales y recordatorios sobre próximas evaluaciones/actividades.
- Proporcionar instrucción individualizada, material, un entorno de aprendizaje seguro, acceso al plan de estudios básicos, recursos de instrucción y estrategias de motivación.

Firma del maestro _____

Como director:

- Crear un ambiente para estudiantes, padres y maestros.
- Comunicar la misión, metas y objetivos de la escuela.
 - Garantizar un aprendizaje seguro y ordenado.
 - Invitar a los padres a participar en el aprendizaje, como Casa Abierta, Regreso a la Escuela, SSC/ELAC, asambleas de premios, promociones, boletines escolares, reuniones de directores y talleres para padres.
 - Actuar como líder educativo que espera enseñanza y aprendizaje de alta calidad.
 - Proporcione desarrollo del aprendizaje para maestros, padres y estudiantes.
 - Proporcionar talleres que sean específicos para el conocimiento de los padres sobre programas y recursos que se alineen tarea y trabajo en clase.

Firma del director _____



Jackie Robinson K 8 Academy Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Jackie Robinson has developed jointly with the members of School Site Council and, once approved, distribute to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Robinson expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I:

Jackie Robinson Academy agrees to implement the following requirements:

- Jointly develop with parents and to distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on as discussed and developed at School Site Council Meetings
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

Jackie Robinson Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:



- Attendance at one of the district trainings or school site training.

Topics include:

- i. Responsibilities & Roles of SSC and its members
- ii. Composition of SSCs
- iii. Budgetary considerations
- iv. Single Plan for Student Achievement
- v. Role of ELAC and other advisory committees

Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement

- i. Invite other parents and stakeholders to attend the meeting
- ii. Advertise in Title 1 Newsletter (School Parent Newsletter), at Back-to-School night, through electronic and telephonic communication methods. Ex. Teleparent, Schoolmessenger, ParentVue, CANVAS, etc.

1. At Meetings

- i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
- ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
- iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions

2. Robinson will take the following actions to distribute to parents and the local community, the school's:

Parental Involvement Guidelines:

- At a SSC and ELAC Meetings
- In Parent Newsletters
- At the Annual Title I Meeting
- At Back to School Night

3. Robinson will review and update as necessary its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:

- At SSC and ELAC meetings
- Parent information meetings
- School site council must vote to approve the guidelines

4. Robinson will convene an Annual Title 1 Public Meeting to inform parents of the following:

- The requirements of Title I, how Title 1 funds are used at this school, and



parents' right to be involved

- Meetings offered hold a flexible number of meetings at varying times
- Notifications/fliers sent home in, as required, a language parents understand, announcement may also be made on available the school marquee, on the school website and through electronic and telephonic methods.

5. Robinson will provide updated information to parents about Title I programs throughout the school year:

- In the School/Parent Newsletter
- Section of Title I Newsletter
- School Website
- Principal Parent Meetings
- At SSC, ELAC meetings and other parent meetings (PTA/PTO/etc.)

6. Robinson will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for input and regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through:

- Parent workshops, parent surveys, school newsletters, Back to School Night, School Site Council and English Language Advisory Council Meetings.

7. Robinson will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten at selected sites
- Promotion/advertisement of the District's Kindergarten festivals

8. Robinson will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School Site Council meetings



PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Jackie Robinson Academy will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parent education workshops on site
 - Parent-Teacher Conferences
 - Monthly **calendars** of Parent **Workshops** posted on district website
 - DCAC, DELAC, CIAAP and other district parent forums/meetings
 - District website resources: Under the letter “p” for Parent Involvement
2. Robinson will incorporate **the** Home-School Compact **as a component of its** School Parental Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote and approve
 - **Parent** Teacher Conferences
3. Robinson will, with the assistance of its district, provide assistance **to parents** of **children served by the** school in understanding topics such as the following:
 - the state's academic content standards and CCSS
 - **CAASPP (SBAC): state and local academic assessments** including alternate assessments/
4. Robinson will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, use of technology, as appropriate, and to foster parental **involvement**, by:
 - Parent Workshops – Understanding the Common Core Standards, LBUSD High School readiness and Graduate Profile, Understanding Standardized Testing, Parent Teacher Conferences and the Achievement Report/ High School Readiness Index, Digital Literacy and Standardized Testing resources, and Grade Level Parent Workshops(TBA).



5. Robinson will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services
- School Leadership Committee
- School Climate/Parent Engagement
- Principal's Meetings

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

School staff will support parents through by facilitating translations of written materials/notifications that are sent to parents.

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;



- Adopting and implementing model approaches to improving parental involvement; . establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V. ADOPTION

This Robinson Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/03/2023 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before December 31, 2023. Jackie Robinson Academy, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Jackie Robinson Academy K-8 Pautas para la participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), Jackie Robinson ha desarrollado junto con los miembros del Consejo Escolar y, una vez aprobado, distribuir a los padres de los niños participantes, unas Pautas para la participación de los padres en la escuela, que contienen la información requerida. por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA) Las Pautas establecen las expectativas de Robinson para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la participación de los padres en la escuela.

PARTE I:

Jackie Robinson Academy se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a padres de los niños participantes, la padrés participación Directrices para la en

los niños participantes acuerdan discutió y desarrolló en las reuniones del Consejo

- Notificar Padres sobre las escuelas Pautas en un formato comprensible y uniforme y en la medida de lo posible, distribuirá esta Guía Linea Padres a los en un idioma que los padres puedan entender.
- Ponerlos padres participación Directrices disposición para local las comunidad
- Actualizar Periódicamente las Pautas de participación de los padres en la escuela para cumplir con las cambiantes necesidades de los padres y de la escuela.
- Adoptar el pacto escuela-padres de la escuela como un componente de su Escuela Pautas para la participación de los padres.
- Acuerdo Regirse por la siguiente definición legal de participación, y llevará a cabo programas, actividades y procedimientos en conforme a esta definición:

PARTE II. DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

Jackie Robinson Academy tomará las siguientes medidas para involucrar a los



padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres en la escuela y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA :

- Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:

- i. Responsabilidades y roles del SSC y sus miembros
- ii. Composición de los SSC
- iii. Consideraciones presupuestarias
- iv. Plan Único de Aprovechamiento Estudiantil
- v. Rol de ELAC y otros comités asesores

Planificar una reunión con padres para revisar anterior añolas de pautas actividades de participación de los padres descritas en el Plan Único para el Rendimiento

- i. Invitar a otros padres y partes interesadas a asistir a la reunión
- ii. Anuncie en el Boletín de Título 1 (Boletín Escolar para Padres), en Noche de Regreso a Clases, a través de comunicación electrónica y telefónica. Ex. Teleparent, School Messenger, ParentVue, CANVAS, etc.

1. En reuniones

- i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, tome nota de los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario
- ii. Escribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela

- iii. Las traducciones orales y escritas estarán disponibles los padres españoles y khmer para permitir discusiones.

2. Robinson tomará las siguientes medidas para distribuir a los padres y al local comunidad, la escuela:

Pautas para la participación de los padres:

- En la reunión SSC y ELAC
- En los boletines para padres
- En la Reunión anual del Título I
- En la noche de regreso a la escuela

3.. Robinson revisará y actualizará, según sea necesario, la Política de participación de los padres de su escuela Directrices para satisfacer las necesidades cambiantes de los padres y la escuela:

- En SSC y ELAC Reuniones



- Reuniones informativas para padres
 - El consejo escolar debe votar para aprobar la pautas
4. Robinson convocará una reunión pública anual del Título 1 para informar a los padres sobre lo siguiente:
- Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y derecho de los padres a participar
 - Las reuniones que se ofrecen tienen un número flexible de reuniones en diferentes horarios
 - Las notificaciones/volantes enviados a casa, según sea necesario, en un idioma que los padres entiendan, el anuncio también se puede hacer disponible en la marquesina de la escuela, en el sitio web de la escuela ya través de métodos electrónicos y telefónicos
5. Robinson proporcionará información a padres sobre los programas de Título I a lo largo del año escolar:
- En la escuela/Boletín para padres
 - Sección del Boletín Título I
 - Sitio Web de la escuela
 - Reuniones de padres principales
 - En SSC, ELAC y otras reuniones de padres (PTA/PTO/etc.)
6. Robinson proporcionará a padres una descripción y explicación del plan estudios en uso en la escuela, las formas de evaluación académica que se utilizan para medir progreso y los niveles de competencia que se espera que alcancen los estudiantes. la escuela reuniones periódicas para formular sugerencias y para participar, según corresponda, en las decisiones relativas a la educación de sus niños a través de:
- Talleres para padres, encuestas para padres, boletines escolares, Noche de Regreso a la Escuela, Reuniones del Consejo Escolar y del Consejo Asesor del Idioma Inglés.
7. Robinson coordinará e integrará los programas de participación de los padres y actividades con Head Start, Early Reading First, preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la primera infancia educación de sus hijo:
- Coordinación de Kindergarten de Transición en sitios seleccionados • Promoción/publicidad de los festivales de Kindergarten del Distrito



8. Robinson enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactoria para los padres de los niños participantes:
- En las reuniones del consejo del sitio escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA LOS ESTUDIANTES DE ALTA ACADEMIA

1. Jackie Robinson Academy desarrollará la capacidad de las escuelas y los padres para fuerte participación de los padres, con el fin de garantizar la participación efectiva de padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades específicamente descritas a continuación:
 - Capacitaciones del distrito ofrecidas para padres y personal
 - Talleres de educación para padres en el plantel
 - Conferencias de padres y maestros
 - Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
 - DCAC, DELAC, CIAAP y otros foros/reuniones para padres
 - Recursos del sitio web del distrito: Debajo de la letra "p" para Participación de los padres
2. Robinson incorporará el Pacto entre el hogar y la escuela como un componente de su Pautas para la participación de los padres en la escuela:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
 - Desarrollado, discutido y revisado en SSC y ELAC reuniones
 - El consejo del sitio escolar debe votar y aprobar
 - Conferencias de padres y profesores
3. Robinson, con la ayuda de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela en la comprensión de



temas como los siguientes:

- los estándares de contenido académico del estado y CCSS
- **CAASPP (SBAC): evaluaciones académicas estatales y locales** incluyendo evaluaciones alternativas

4. Robinson, con la ayuda de su distrito, proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos logros, como alfabetización, uso de tecnología, según corresponda, y fomentar la participación de los padres, mediante:

- Talleres para padres -Comprensión de los estándares básicos comunes, preparación para la escuela secundaria del LBUSD y perfil de graduados, comprensión de las pruebas estandarizadas, conferencias de padres y maestros y el informe de rendimiento/índice de preparación para la escuela secundaria, alfabetización digital y recursos de pruebas estandarizadas, y talleres para padres de nivel de grado (TBA).

5. Robinson, con la ayuda de su distrito y los padres, educará a sus maestros y otro personal, en cómo llegar, comunicarse y trabajar

con los padres como socios iguales, en el valor y utilidad de las contribuciones de padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y las escuelas, por:

- Maestros/Personal en-servicios
- Comité de Liderazgo Escolar
- Ambiente Escolar/Participación de los Padres
- Reuniones del Director

6. La escuela, en la medida de lo factible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos solicitud y, en la medida de lo posible, en un idioma que los padres pueden comprender:

- El personal de la escuela apoyará a los padres facilitar la traducción de materiales escritos/notificaciones que se envían a los padres



PARTE IV. PAUTAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL COMPONENTES

NOTA: Las Pautas para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- Involucra los padres en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la eficacia de esa formación;
- Proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- Capacitar Padres para mejorar la participación de otros padres; ● Con fin de maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias. en la escuela;
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres; . establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- Desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y proporcionar otro apoyo razonable para las actividades de participación de los padres conforme a la sección 1118, según lo soliciten los padres.

PARTE V. ADOPCIÓN

Estas Pautas de participación de los padres de Robinson han sido desarrolladas en conjunto con los padres de los niños que participan en los



programas del Título I, Parte A, y han sido acordadas por ellos. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/03/2023 y estarán vigentes por un período de 1 año. La escuela distribuirá las Pautas a todos los padres del 31 de diciembre 2023 o antes. Jackie Robinson Academy, cuando sea factible, proporcionará una copia de estas pautas a los padres en un idioma que los padres puedan entender.

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