LONG BEACH
UNIFIED・SCHOOL・DISTRICT

Robinson Elementary

School Plan for Student Achievement

2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at **lbschools.net/departments/strategic-planning**, are rooted in the following core values:
   • Centering student needs and voice
   • Authentic community engagement and collaboration
   • Culture of innovation and creativity
   • Diversity and inclusion
   • Environment that fosters connection, respect and safety
   • Equity and social justice
   • Excellence and accountability through continuous improvement
   • Fostering joy and commitment
   • Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration
The percentage of students in Grades 4-8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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: English-Language Arts

ELA Findings

Overall school wide, 29% of all students in Grades 3 - 8 scored at Met or Exceeded on ELA SBAC. AA students scored at 25% Met or Exceeded. EL students scored at 10% Met or Exceeded. Sped students scored at 9% Met or Exceeded. I-Ready Data shows 50% of students met their growth goal. 57% of AA students met their growth goal. 46% of EL students met their growth goal. 45% of SPED students met their growth goal.

ELA Goals

All students will increase at least one year's worth of growth or by at least 5% 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 34% 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.

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. All students identified as significantly below grade level utilizing the i-Ready and other assessments will be identified for supplemental support through tutoring programs and on - line differentiated supports such as the i-Ready personalized platform instruction, IXL, Nearpod/ Flocabulary. The effectiveness of our actions on students will occur through monitoring i-Ready 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.

As far as ELA staff development, differentiated professional development will be offered in faculty meetings as well as school wide GATE certification. 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.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC Math All students were at 21% Met or Exceeded. 13% of AA students were at Met or Exceeded. 6% of ELs scored at Met or Exceeded. 4% of Speds scored at Met or Exceeded. i-Ready: 52% of all students met the typical growth goal with 25% of all students meeting the stretch goal. 50% of AA students met the typical growth goal and 23% of AA students met the stretch goal. 52% of EL met the typical growth goal and 24% EL students met the stretch goal. 52% of SPED students met the typical growth goal and 23% of SPED students met the stretch goal.

Math Goals

All students will increase at least one years worth of growth or at least 5% 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 grow to at least 25%. AA students to grow to at least 20%. 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. 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 i-Ready scores, students will also be selected for afterschool support utilizing classroom teachers. All students identified as significantly below grade level utilizing the i-Ready and other assessments will be identified for supplemental support through tutoring programs and on - line differentiated supports such as the i-Ready personalized platform, IXL, and Nearpod/Flocabulary. The effectiveness of our actions on students will occur through monitoring i-Ready 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.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Overall EL students scored significantly lower than the school wide score at 19% lower in ELA and 15% lower in Math on the SBAC. 10% of our EL student scored a 4 on the ELPAC.

English Learner Goals

EL students need to increase their scores by at least 10% 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. EL students will receive either designated or intergrated ELD. They will also have access online personalized support through i-ready personalized learning, Summit K12, Lexia English, IXL, and Rosetta Stone.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall attendance was at 92.5% for 23-24. Chronic Absences were at 24.9%. Suspension Rates were at 8% Pulse Survey Scores in Student Agency 80%, Sense of Belonging 75% and Student Identity 79%. This year we are reimplementing monthly awards and recognitions for attendance school-wide. Classes with the best attendance (top 3) are recognizes in elementary and middle school. Morning classroom checks from admin and TOSAs also help monitor our daily attendance rate.

Culture/Climate Goals

Attendance Goal of 95% or higher. Chronic Absence Goal of 10% lower than the prior year. Suspension Rate goal of 6% or lower. Increase Pulse Survey scores will be 80% or higher 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 Harmony, plus restorative justice. In addition, Robinson is exploring partnerships with local agencies and creating alternatives to suspension to lower our suspension rate specifically for our students with special needs. Tier 1 Expectations Assemblies, class meetings and presentations, and school-wide efforts to optimize our Positive Behavior Intervention and Supports (PBIS) with signage, CHAMPS posters, videos created by ASB, and Student of the Month assemblies will also better inform our students and reduce suspensions overall. Individual check-ins with students with disabilities and those with past suspensions to build relationships and offer interventions is also a part of our efforts to reduce suspension rates.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
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 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	Goal Partially or Not Met	Students decreased their growth on the reading i-Ready with 50% meeting their typical growth and 29% meeting their stretch growth and students did not grow on the SBAC ELA.	For the 2024-2025 School year, we will utilized i-Ready resources including i-Ready personalized learning, District pacing, targeted enrichment and intervention, small group instruction and refocus on providing cognitively engaging standards based instruction.

students goal is 45% meeting typical growth goal and Sped students goal is 50% meeting typical growth.

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.

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.
 2) All students will increase at

least one years 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. 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 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. Our math action plan also includes focusing our efforts to	Goal Partially or Not Met	Students decreased their growth on the math i-Ready with 52% 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.

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.

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.

2) All students will increase at least one years worth of growth or at least 16% 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 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. 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.			
English Learner	1) 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.	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 designed ELD. Newcomers will receive tech support. Differentiated instruction will be utilized to support academic growth of all students.

Culture/Climate	1) 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.	Goal Partially or Not Met	Most culture climate metrics demonstrate minimal 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 Harmony training and implementation.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
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. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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 (IN 3)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
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. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Provide staff development in Cognitively Guided Instruction, Building Thinking Classrooms and ELA Support for all teachers as applicable to grade levels and departments. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

Individual data conferences with the Administrator and/or Instruction and Intervention Coordinator to support data analysis to inform lesson planning and differentiation. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (PD 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase 6 new tables and 40 new chairs to support the school library. Costs not to exceed $12,000 (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase 24 music stands and stand rack (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
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.	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: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading,	K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela)

? Regular practice with complex text and its academic vocabulary with intensity.

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.

Through an Integrated Model of Literacy, 3-5 grade 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,

listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

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

For Middle (6-8) Grades:
Formative and Interim assessments within the grade level Unit in both Reading and Writing, 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

Thinking Maps

i-Ready Personalized Learning

ELLevation

iReady

Elementary (K-5):
Wonders / Maravillas (Dual Immersion) and associated ancillary materials
McGraw-Hill

Middle (6-8):
myPerspectives and associated ancillary materials, Pearson

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 needs.	summative assessment (Grades 6-8)	

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
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: ? Arguments to support claims in an analysis of substantive topics/texts ? Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately ? Narratives to develop real or imagined experiences or events 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: ? Reading to build knowledge for written pieces ? Working through the writing process for all 3 text types including planning, revising, editing and publishing ? Orally rehearsing using linguistic patterns ? Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences ? Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays Research Task & Presentation SBAC Summative assessment (Grades 3-8) Elementary (K-5): "On Demand" Reading/Writing assessments Culminating Writing Task Middle (6-8): 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. 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.	K-8: Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials Newsela Middle (6-8): myPerspectives and associated ancillary materials, Pearson

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
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: ? Strategically focusing where the Standards focus ? Coherence: think across grades and link to major topics within grades ? Rigor: require conceptual understanding, procedural skill and fluency 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. As part of the K-8 Units of Instruction, all K-8 students will engage in: ? Daily Math Routines ? Math Tasks ? Mathematical Discourse ? ST Math Puzzle Talks (K-5)	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	Elementary (K-5): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines HMH - GoMath Textbook Series ST Math Individual Journey Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics LBUSD Supplemental Instructional Resources Khan Academy

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
SBAC and i-Ready scores show students functioning below grade level across multiple grades. D/F Rate|40, High School Readiness|40, EL Reclassification|20	To increase enrichment and intervention beyond the school day to support all subject areas, Jackie Robinson plans to engage students in after school and/or Saturday school enrichment and support. Tutoring would be provided to students based on need, commitment/attendance, and performance on i-Ready and unit/district tests.	English Learners, Identified At-Risk Students, Low SES, Newcomers, Other Targeted Students, African-American	Title 1 $40,000 Services - Title 1 100%	08/27/2024 - 06/30/2025 Quarterly	Principal Assistant Principal Counselor Teachers	Intervention will be tracked by teachers and TOSAs. Data will be reviewed during PDSA release days. D/F Rate|40, High School Readiness|40, EL Reclassification|20

Increase in rigorous hands on activities and low science test scores indicate a need for student engagement in standards-based rigorous tasks and project based learning. D/F Rate|20, High School Readiness|40, Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|20	Our efforts this year for whole school GATE Certification requires supplemental STEAM Materials for students to engage in standards-based rigorous tasks through hands-on project based instruction in science, technology, PLTW, engineering, art, & math. Funding for additional supplemental materials would allow for teachers to plan and implement lessons and extention projects aligned with NGSS and common core standards.	All Students	Title 1 $20,000 Materials - Title 1 100%	08/27/2024 - 06/30/2025 Monthly	Teachers Principal IIC TOSA	Classroom walkthroughs Data Monitoring of D/F list and student engagement Attendance rates D/F Rate|20, High School Readiness|40, Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|20

Student engagement and access to field trips has been limited in past years. Declining attendance and engagement will be addressed with opportunites for all students to attend at least one field trip each year. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50	Jackie Robinson wants to ensure that all stuents are able to have field trips or on site experiences that enhance the classroom curriculum and are aligned with the curriculum. Field trips or experiential hands on activities will support engagement, attendance, and connections to math, reading, science, social studies, social-emotional learning and electives.	All Students	Title 1 $30,000 Materials - Title 1 100%	08/27/2024 - 06/30/2025 Semester	Teacher Principal IIC Counselor	Principal and admin team will monitor to ensure all grades have an opportunity to attend a field trip, assembly, or on site experience. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50

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. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50	The Senior Health Assistant (.285) will focus efforts to increase and support students and families with knowledge about and access to quality health care. This will insure nursing support and individual social-emotional & mental health counseleing for our students during each school day. Our senior health assistant will also provide targeted students with check-ins and counseling related to health problems that are interfering with academic, behavioral or social/emotional growth. She will be available to provide supplemental health information to parents at parent meetings/workshops.	All Students	Title 1 $18,083 Senior Health Assistant .285 FTE - Title 1 100%	07/01/2024 - 06/30/2025 Daily	Nurse / Principal	Referral Forms parent satisfaction surveys Logs of phone calls and home visits IEP health and medical reports Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50

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					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: 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|40, SBAC Math|40, D/F Rate|20	Provide staff development in Writing, Literacy, and CGI/Building Thinking Classrooms and ELA Support for all teachers as applicable to grade levels and departments.	Title 1 $10,824 Substitute teacher full day (1) for 40 days - Title 1 100%	08/15/2024 - 06/15/2025 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
Ongoing professional development to ensure implemetation of Tier 1 Quality Core Instruction SBAC ELA|40, SBAC Math|40, D/F Rate|20	To continue Quality Core Instruction and ongoing professional growth, we want to ensure staff have the opportunity for Peer Observation Days, SST & IEP Meeting Coverage, & staff support needs. This is especially important as we have several staff who are new to the grade level and/or new to the school. This funding would also support collaborative co-teach model in its intial year at Robinson.	Title 1 $16,236 Substitute teacher full day (1) for 60 days - Title 1 100%	08/27/2024 - 06/30/2025 Monthly	Principal IIC Assistant Principal	Monitoring of QCI in classrooms through weekly walk thorugh data.

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. SBAC ELA|40, SBAC Math|40, Elementary Reading - FRSA|20	Individual data conferences with the Administrator and/or Instruction and Intervention Coordinator to support data analysis to inform lesson planning and differentiation.	Title 1 $10,824 Substitute teacher full day (1) for 40 days - Title 1 100%	08/15/2024 - 06/15/2025 Semester	Principal Assistant Principal IIC TOSA	Three times a year, admin and/or IIC will engage in a PDSA cycle conversation with individual teachers.

Describe Teacher Involvement

Teachers are able to be involved in Site Based Decision Making, Safe and Civil, and Instructionl Leadership team.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Increase in parent involvement needed after several years of decreased participation after COVID. Materials and learning kits will help support with participation and involvement. Culture-Climate Survey (Parent)|100	This year we plan on increasing parent involvement with workshops and special family events throughout the day and after school. These parent workshops will be facilitated by SEL facilitator, admin, counselor, teachers, Wellness Center social worker, and other staff.	Par Inv $3,639 Materials - Par Inv 100%	08/15/2024 - 06/15/2025 Monthly	Admin Facilator Counselor Wellness Center Social Work Teachers	School will monitor attendance and results from core/pulse surveys.
Communication to parents who prefer written/paper communication. Culture-Climate Survey (Parent)|100	Parent involvement and communication requires materials for communication and newsletters. Funding for paper will ensure that parents who prefer nonelectronic communication will receive newsletters and notices in backpacks.	Par Inv $615 Materials - Par Inv 100%	08/27/2024 - 06/30/2025 Monthly	Office Staff Principal Parent Facilitator	Attendance at school functions, parent conferences, and school events will help monitor effectiveness.
Weekly communication to parents with translation will supoprt messaging to parents about events, information, and news from the school. Multi-lingual families require translation. Culture-Climate Survey (Parent)|100	Smore weekly newsletter will help promote school-home communication. Upgraded features allows for families to translate newsletter to any language.	Par Inv $200 Materials - Par Inv 100%	08/15/2024 - 06/15/2025 Weekly	Principal	Admin will track readership of weekly newsletters to families and staff.

Multilingual families will need translation in order to have meaningful participation in school events and meetings. Culture-Climate Survey (Parent)|100	Parent translation services needed for parent workshops, meetings, and conferences.	Par Inv $1,717 Hourly - Senior Office Assistant (2) for 20 hours annually - Par Inv 100%	08/15/2024 - 06/15/2025 Monthly	Administration Facilitator TOSAs	Admin and facilitator will ensure there are translators as needed at parent meetings.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	285045
Title I Parent and Family Involvement (3008)	6171

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	86240

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:
- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra
Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools

Counselors
Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators
Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences
Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation
Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology
Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Rebecca Ngo	06-15-2025
Staff	Classroom Teacher	Raphael Sotelo	06-15-2025
Staff	Classroom Teacher	Esbeyde Sanchez	06-15-2026
Staff	Classroom Teacher	Kimberly Miller	06-15-2026
Staff	Other School Personnel	Dawn Thornley	06-15-2026
Community	Parent/Community Member	██ Comer	06-15-2025
Community	Parent/Community Member	██ Woodson	06-15-2025
Community	Parent/Community Member	██ Bautista	06-15-2026
Community	Parent/Community Member	██ Garcia	06-15-2026
Community	Parent/Community Member	██ Pace	06-15-2026

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)	███ Avalos
DELAC Representative	Parent of EL Student (required)	████ Garcia
Principal or Designee	Staff Member (required)	Rebecca Ngo
Secretary	Staff Member (required)	Dawn Thornley

Name	Representing
██ Lugardo	Parent of EL Student
██ Castaneda	Parent of EL Student
███ Tovar	Parent of EL Student
██ Cardenas	Parent of EL Student
██ Sanchez	Parent of EL Student
██ Tovar	Parent of EL Student
██ Morales	Parent of EL Student
███ Macias	Parent of EL Student

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?	11/14/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Tutoring/ Saturday School Parent come to class to learn more about what they students are learning "Bring you parent to school day" Math night A day when adults can have lunch with students Art class/ club with students and parents More information about what the public library offers, school using the public library more End of year picnic in the park Spanish class/ club after school for students Field trips
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Other: i-ready results and progress

5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2024
6. What was SSC's response to ELAC recommendations?	SSC has reviewed your recommendations and is appreciated. SSC has approved funding for tutoring/ Saturday school and field trip for this school year. SSC agrees the ideas below would be great for our school community and will pass on the information to the Culture and Climate committee to follow up since they are the group that can make them happen. Parent come to class to learn more about what they students are learning "Bring you parent to school day" Math night A day when adults can have lunch with students Art class/ club with students and parents End of year picnic in the park Spanish class/ club after school for students Ms. Thornley will connect with the LB Public library and see what different options are available either here at school or at the library itself.

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): 11/19/2024
2. The SSC approved the **Home-School Compact** on 09/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/08/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____   Printed Name: _____   Date: _____

SSC Chair: _____   Printed Name: _____   Date: _____

ELAC Chair: _____   Printed Name: _____   Date: _____

Attendance Rate

Robinson
All Students
N = 728

96.5%
95.8%
92.0%
92.4%
93.3%
94.9%
90.9%
92.6%
92.4%
94.2%

20-21   21-22   22-23   23-24   24-25

● Robinson
● K8

African American
N = 123

96.0%
93.2%
90.2%
90.8%
91.1%
93.5%
93.1%
91.1%
89.5%
90.8%

20-21   21-22   22-23   23-24   24-25
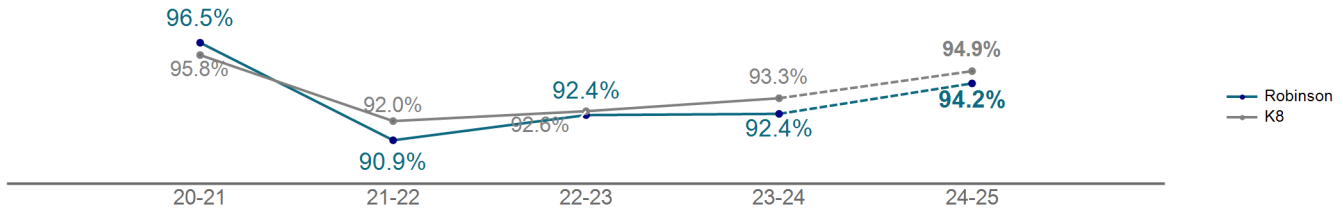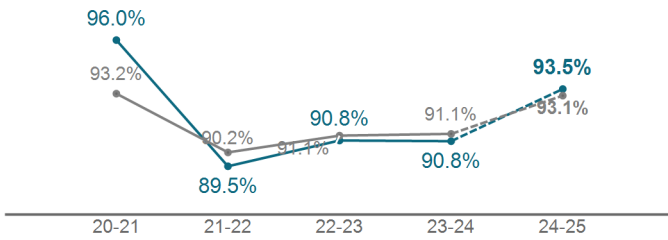
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 529

96.8%
95.6%
91.5%
92.8%
93.0%
94.3%
92.1%
92.8%
94.5%
91.2%

20-21   21-22   22-23   23-24   24-25
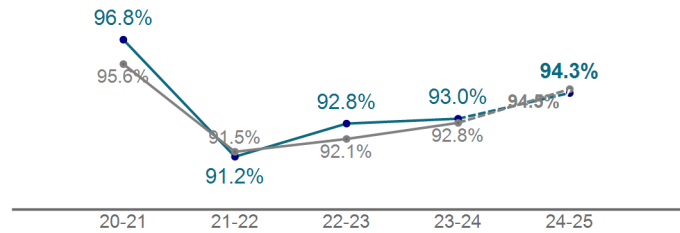
Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other
N = 22
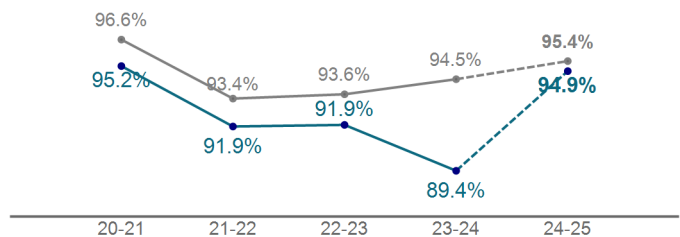
96.6%
95.2%
93.4%
93.6%
94.5%
95.4%
91.9%
91.9%
94.9%
89.4%

20-21   21-22   22-23   23-24   24-25

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 274

97.0%
96.0%
95.0%
93.5%
93.7%
95.0%
91.9%
92.5%
93.1%
92.1%

20-21   21-22   22-23   23-24   24-25

Low SES
N = 611

96.6%
95.6%
94.3%
92.4%
91.8%
93.8%
90.8%
91.6%
92.1%
90.9%

20-21   21-22   22-23   23-24   24-25

English Learner
N = 197

96.5%
94.6%
94.6%
92.3%
93.0%
94.6%
90.7%
91.4%
92.2%
90.8%

20-21   21-22   22-23   23-24   24-25

Special Education
N = 77

96.3%
94.0%
93.2%
91.3%
92.7%
93.1%
90.7%
90.9%
91.7%
88.8%

20-21   21-22   22-23   23-24   24-25
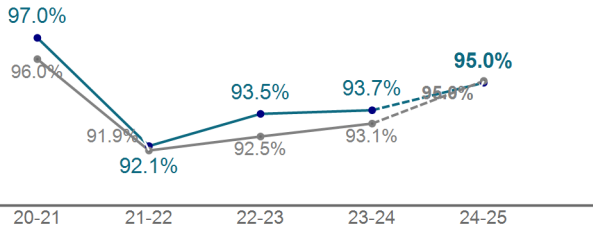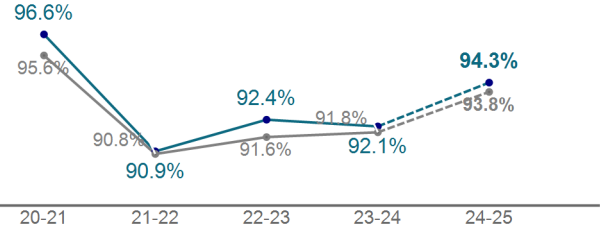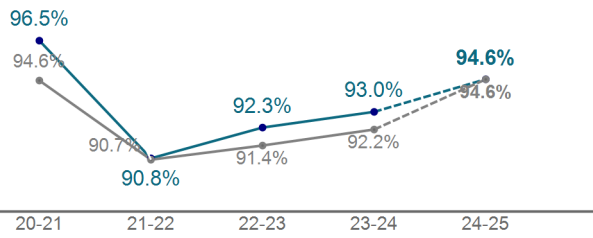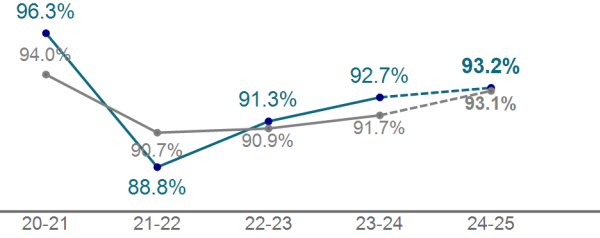
Homeless or Foster Youth
N = 65
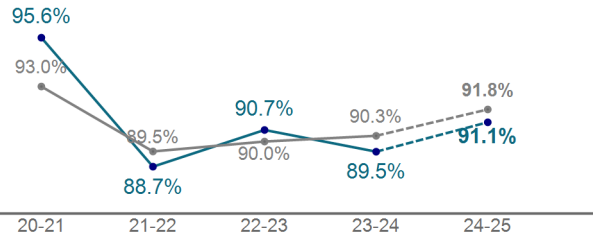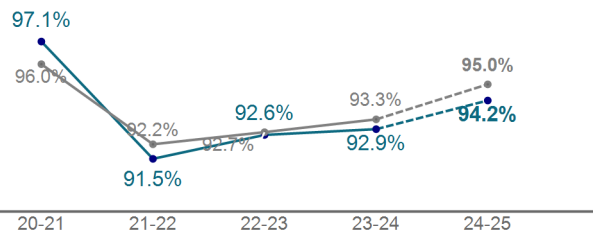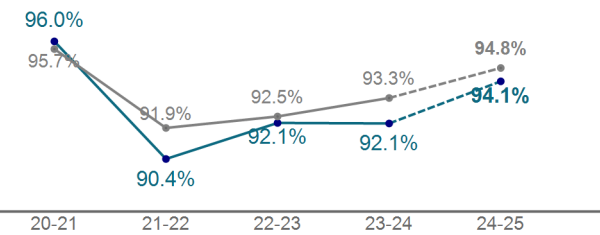
95.6%
93.0%
91.8%
90.7%
90.3%
91.1%
89.5%
90.0%
89.5%
88.7%

20-21   21-22   22-23   23-24   24-25

Female
N = 346

97.1%
96.0%
95.0%
92.2%
92.6%
93.3%
94.2%
92.7%
92.9%
91.5%

20-21   21-22   22-23   23-24   24-25

Male
N = 382

96.0%
95.7%
94.8%
91.9%
92.5%
93.3%
94.1%
92.1%
92.1%
90.4%

20-21   21-22   22-23   23-24   24-25

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1121
12/6/2024 1:37:47 PM

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Robinson 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	K8 Chronic Rate
All Students	803	803	9 / 17 / 13 / 19 / 42	26.3%	28.1%	39.1%	20.2%
Grade	Gr. TK	25	28 / 24 / 8 / 16 / 24	52.0%	57.9%	60.0%	33.8%
	Gr. K	61	16 / 23 / 16 / 23 / 21	39.3%	50.9%	55.7%	29.9%
	Gr. 01	59	5 / 17 / 15 / 29 / 34	22.0%	34.2%	37.3%	21.5%
	Gr. 02	79	5 / 24 / 14 / 22 / 35	29.1%	31.0%	43.0%	18.6%
	Gr. 03	73	5 / 25 / 15 / 16 / 38	30.1%	40.5%	45.2%	16.2%
	Gr. 04	84	12 / 19 / 14 / 26 / 29	31.0%	14.0%	45.2%	18.5%
	Gr. 05	101	4 / 16 / 13 / 20 / 48	19.8%	21.0%	32.7%	18.9%
	Gr. 06	111	10 / 13 / 8 / 17 / 52	22.5%	19.8%	30.6%	17.4%
	Gr. 07	108	9 / 9 / 8 / 18 / 56	18.5%	25.5%	26.9%	18.2%
	Gr. 08	102	9 / 16 / 17 / 8 / 51	24.5%	25.0%	41.2%	17.6%
Ethnicity	African American	163	15 / 20 / 12 / 15 / 37	35.6%	37.6%	47.2%	31.3%
	Asian	18	11 / 17 / 28 / 6 / 39	27.8%	20.0%	55.6%	9.3%
	Cambodian	19	11 / 42 / 21 / 26	10.5%	0.0%	52.6%	13.0%
	Filipino	17	12 / 29 / 59	0.0%	0.0%	11.8%	10.2%
	Hispanic	562	7 / 16 / 12 / 21 / 44	23.0%	25.4%	35.1%	22.1%
	Pacific Islander	13	15 / 38 / 8 / 23 / 15	53.8%	16.7%	61.5%	43.3%
	White	9	11 / 11 / 33 / 44	22.2%	33.3%	55.6%	12.1%
	Other	21	19 / 29 / 24 / 10 / 19	47.6%	36.0%	71.4%	15.4%
Gender	Female	378	7 / 16 / 16 / 19 / 42	23.8%	27.3%	39.4%	19.9%
	Male	424	10 / 18 / 10 / 19 / 42	28.3%	28.8%	38.7%	20.6%
	Nonbinary	1	100	100.0%		100.0%	50.0%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Data by Subgroup
Robinson 2023-2024

Special Populations								
	Low SES	636	10	18	13	19	40	27.8%	27.6%	40.4%	27.4%
	ELL	205	8	15	13	21	42	23.4%	29.3%	36.1%	26.5%
	RFEP	96	4	9	9	13	65	13.5%	15.0%	22.9%	14.9%
	EL + RFEP	301	7	13	12	19	50	20.3%	23.1%	31.9%	22.4%
	Special Ed.	90	10	18	10	20	42	27.8%	32.5%	37.8%	29.2%
	Spec Ed. Speech/RSP	55	11	16	13	24	36	27.3%	30.8%	40.0%	23.4%
	Homeless/Foster	65	20	28	12	9	31	47.7%	44.3%	60.0%	40.4%
	Foster	7	57			14	29	57.1%	14.3%	57.1%	39.6%
	Homeless	58	22	24	14	9	31	46.6%	47.6%	60.3%	40.5%
	GATE/Excel	111	2	5	12	16	65	7.2%	9.9%	18.9%	8.7%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 12/6/2024

SBAC ELA 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	528	528	71%	47	25	20	9	29%	↓3		-
		All K-8	48%	27	21	25	27	52%	↑-		↓-
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	69	81%	52	29	10	9	19%	↑1		-
		All K-8	47%	26	22	19	34	53%	↓1		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	80	85%	65	20	10	5	15%	↓11		↓3
		All K-8	50%	32	18	19	31	50%	↑1		↓3
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	91	66%	47	19	23	11	34%	↓2		↑5
		All K-8	48%	29	20	26	27	52%	↑1		↑1
		District	49%	30	20	27	24	51%	↓1		↑5
	Gr. 06	98	79%	49	30	16	5	21%	↓15		↓9
		All K-8	50%	28	22	26	25	50%	↑2		↓2
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	99	51%	31	19	35	14	49%	↑17		↑10
		All K-8	43%	24	19	32	25	57%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	91	71%	40	32	19	10	29%	↓9		↓1
		All K-8	49%	26	23	27	24	51%	↓5		↓3
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	372	71%	46	25	21	8	29%	↓4		↓-
		All K-8	57%	33	24	24	19	43%	↓1		↓1
		District	57%	33	25	27	16	43%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	African American	110	75%	54	21	17	8	25%	↑3		↑1
		All K-8	65%	42	23	22	14	35%	↑-		↓-
		District	66%	42	24	22	12	34%	↑2		↑3
	Filipino	11*	45%	18	27	27	27	55%	↑21		-
		All K-8	31%	16	15	30	39	69%	↑2		↑2
		District	27%	13	14	32	42	73%	↑1		↑4
	Asian	10*	60%	40	20	40		40%	↓27		-
		All K-8	27%	14	13	22	50	73%	↓1		↑2
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	9*	67%	44	22	33		33%	↓27		-
		All K-8	34%	20	14	23	43	66%	↓3		↓4
		District	37%	18	20	30	33	63%	↑2		↑3
	Other	9*	89%	56	33	11		11%	↓22		-
		All K-8	29%	14	14	24	48	71%	↑2		↑2
		District	32%	16	15	28	41	68%	↑1		↑-
	Pacific Islander	9*	67%	22	44	22	11	33%	↓47		-
		All K-8	53%	24	29	31	16	47%	↓5		↑6
		District	57%	28	29	31	11	43%	↑5		↑2
	White	7*	86%	43	43	14		14%	↑14		-
		All K-8	24%	10	15	30	46	76%	↓-		↓-
		District	26%	12	14	30	44	74%	↑-		↓-
Gender	Female	248	65%	40	25	24	10	35%	↓4		↑3
		All K-8	42%	22	20	27	31	58%	↑-		↑2
		District	46%	24	22	29	25	54%	↑2		↑3

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SBAC ELA 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Gender	Male	279	76%	52	24	16	8	24%	↓1		↓2
		All K-8	54%	32	21	23	23	46%	↓-		↓2
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	1*	100%	100				0%	-		-
		All K-8*	50%	50		50		50%	↑50		-
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	207	74%	51	23	16	10	26%	↓6		-
		All K-8	69%	44	24	20	11	31%	↓3		↓-
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	118	90%	69	20	8	3	10%	↓1		↑3
		All K-8	88%	64	24	10	2	12%	↓2		↑1
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	89	53%	26	27	27	20	47%	↓5		↓3
		All K-8	46%	21	25	32	22	54%	↓2		↓2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	100%	50	50			0%	-		-
		All K-8	60%	36	24	28	12	40%	↑18		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	93	22%	5	16	45	33	78%	↓1		↓7
		All K-8	12%	3	9	29	59	88%	↑1		↓1
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	36	67%	53	14	28	6	33%	↓11		↑4
		All K-8	65%	41	24	23	12	35%	↓8		↑1
		District	69%	45	24	22	9	31%	↓5		↑2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	**Not Met**	**Nearly Met**	**Met** **Exceeded**		Met+Exceeded			
Special Populations	Homeless/Foster	38	68%	53	16	26	5	32%	↓7		↑4
		All K-8	64%	41	24	24	12	36%	↓6		↑1
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	409	71%	48	24	19	10	29%	↓3		↑1
		All K-8	61%	38	24	22	16	39%	↓1		↓-
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	61	90%	72	18	7	3	10%	↑3		↑2
		All K-8	82%	63	19	12	6	18%	↑-		↑1
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	61	90%	72	18	7	3	10%	↑3		↑2
		All K-8	79%	56	23	14	8	21%	↓1		↑-
		District	79%	57	22	14	7	21%	↑-		↑2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	532	532	81%	52	29	14	5	19%	↓2		↓2
		All K-8	58%	33	25	20	22	42%	↑-		↓3
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	71	87%	59	28	11	1	13%	↑1		-
		All K-8	47%	25	21	26	27	53%	↓1		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	81	83%	51	32	14	4	17%	↓13		↑6
		All K-8	51%	23	28	25	24	49%	↑2		↓5
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	92	80%	55	25	13	7	20%	↓1		↓12
		All K-8	60%	33	27	17	23	40%	↑2		↓7
		District	62%	36	26	18	20	38%	↑3		↓3
	Gr. 06	98	86%	53	33	12	2	14%	↓20		↓1
		All K-8	64%	36	28	17	19	36%	↓5		↓1
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	99	67%	37	29	21	12	33%	↑22		↓2
		All K-8	59%	33	26	20	21	41%	↑5		↓1
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	91	87%	60	26	9	4	13%	↓2		↑1
		All K-8	63%	41	23	16	21	37%	↑-		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	376	82%	50	31	14	5	18%	↓5		↓1
		All K-8	67%	39	28	19	14	33%	↓1		↓3
		District	71%	43	27	18	12	29%	↑2		↓2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level — Not+Nearly Met %	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded %	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	African American	110	86%	65	22	10	4	14%	↑2		↓5
		All K-8	78%	52	26	15	7	22%	↓-		↓3
		District	80%	55	25	13	7	20%	↑2		↓2
	Filipino	11*	45%	9	36	27	27	55%	↑32		-
		All K-8	34%	10	24	24	41	66%	↑3		↑3
		District	38%	18	20	27	35	62%	↑6		↑4
	Asian	10*	70%	40	30	20	10	30%	↓37		-
		All K-8	34%	15	19	19	48	66%	↓-		-
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	9*	67%	44	22	22	11	33%	↓17		-
		All K-8	36%	21	15	27	37	64%	↑2		↓2
		District	50%	26	24	23	28	50%	↑5		↓2
	Other	9*	67%	56	11	33		33%	-		-
		All K-8	33%	16	17	24	43	67%	↑6		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	Pacific Islander	9*	56%	33	22	22	22	44%	↓16		-
		All K-8	63%	39	24	20	16	37%	↑2		↑3
		District	70%	43	28	21	9	30%	↑5		↓2
	White	7*	100%	71	29			0%	-		-
		All K-8	35%	15	20	25	39	65%	↓3		↓6
		District	38%	17	21	25	37	62%	↓-		↓4
Gender	Female	249	84%	53	31	12	4	16%	↓3		↓3
		All K-8	58%	32	26	19	22	42%	↓-		↓3
		District	66%	39	27	19	16	34%	↑1		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Robinson

Category		Tested	Not+Nearly Met %	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded %	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Male	282	79%	51	27	15	7	21%	↓1		↓-
		All K-8	57%	33	24	21	22	43%	↑-		↓3
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	1*	100%	100				0%	-		-
		All K-8*	100%	50	50			0%	-		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	210	83%	49	34	13	4	17%	↓6		↓2
		All K-8	78%	47	31	14	8	22%	↓2		↓1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	121	94%	66	28	6		6%	↓2		-
		All K-8	91%	65	27	7	1	9%	↓1		↑1
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	89	67%	26	42	22	10	33%	↓4		↓4
		All K-8	61%	26	35	22	17	39%	↓1		↓3
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	2*	100%	50	50			0%	-		-
		All K-8	92%	56	36	4	4	8%	↓3		↓9
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	93	35%	5	30	42	23	65%	↓4		↓6
		All K-8	18%	4	14	25	56	82%	↑2		↓2
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	36	89%	44	44	8	3	11%	↓12		↓7
		All K-8	80%	44	37	13	7	20%	↓10		↓5
		District	82%	56	25	11	7	18%	↓4		↓1

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Homeless/Foster	38	89% — 45 / 45 / 8 / 3 — 11%	↓9		↓6
		All K-8 — 82%	45 / 36 / 12 / 7 — 18%	↓10		↓5
		District — 82%	57 / 25 / 11 / 7 — 18%	↓4		↓2
	Low SES	409	81% — 51 / 30 / 14 / 5 — 19%	↓2		↓1
		All K-8 — 71%	43 / 28 / 16 / 12 — 29%	↓-		↓3
		District — 72%	45 / 27 / 17 / 11 — 28%	↑-		↓2
	Special Ed.	61	95% — 77 / 18 / 3 / 2 — 5%	↑2		↑4
		All K-8 — 84%	66 / 18 / 10 / 5 — 16%	↑1		↓1
		District — 86%	70 / 17 / 8 / 6 — 14%	↑1		↓-
	Spec Ed. Speech/RSP	61	95% — 77 / 18 / 3 / 2 — 5%	↑2		↑4
		All K-8 — 81%	59 / 22 / 12 / 7 — 19%	↑1		↓2
		District — 83%	63 / 20 / 10 / 7 — 17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	182	182	87% Not+Nearly Met — 24 / 64 / 10 / 2 — 13% Met+Exceeded	↓1		-
		All K-8	68% — 17 / 51 / 22 / 10 — 32%	↑2		-
		District	73% — 17 / 57 / 19 / 7 — 27%	↑1		-
Grade	Gr. 05	91	86% — 25 / 60 / 11 / 3 — 14%	↓1		-
		All K-8	64% — 16 / 48 / 24 / 12 — 36%	↑5		-
		District	69% — 17 / 52 / 21 / 10 — 31%	↑1		-
	Gr. 08	91	89% — 22 / 67 / 10 / 1 — 11%	↓-		-
		All K-8	70% — 17 / 53 / 20 / 9 — 30%	↓1		-
		District	75% — 18 / 56 / 19 / 7 — 25%	↑2		-
Ethnicity	Hispanic	119	87% — 25 / 62 / 9 / 3 — 13%	↓1		-
		All K-8	75% — 21 / 54 / 20 / 5 — 25%	↑3		-
		District	80% — 20 / 60 / 16 / 4 — 20%	↑1		-
	African American	43	88% — 26 / 63 / 12 — 12%	↑-		-
		All K-8	83% — 29 / 55 / 14 / 3 — 17%	↑1		-
		District	86% — 24 / 62 / 12 / 2 — 14%	↑1		-
	Pacific Islander	5*	80% — 80 / 20 — 20%	↑20		-
		All K-8*	94% — 94 / 6 — 6%	↓12		-
		District	91% — 14 / 76 / 6 / 4 — 9%	↓2		-
	Filipino	5*	80% — 80 / 20 — 20%	↑20		-
		All K-8	55% — 4 / 51 / 30 / 15 — 45%	↑-		-
		District	55% — 6 / 49 / 32 / 13 — 45%	↓1		-
	White	4*	100% ←25 / 75 — 0%	-		-
		All K-8	41% — 3 / 38 / 30 / 29 — 59%	↑2		-
		District	50% — 6 / 44 / 30 / 19 — 50%	↑1		-

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
Ethnicity	Other	3*	100% 33		67		0%	↓25		-
		All K-8	49%	7	42	32	19	51%	↓2		-
		District	56%	10	46	28	16	44%	↑1		-
	Asian	3*	67%		67	33	33%	-		-
		All K-8	52%	12	40	31	17	48%	↓2		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	2*	100%		100		0%	↓40		-
		All K-8	59%	18	41	26	15	41%	↓3		-
		District	63%	8	55	26	11	37%	↑3		-
Gender	Female	81	90%	26	64	10	10%	↓5		-
		All K-8	68%	15	52	22	10	32%	↑3		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	101	85%	22	63	11 4	15%	↑3		-
		All K-8	68%	18	50	22	10	32%	↑2		-
		District	73%	18	55	19 8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	70	89%	26	63	10 1	11%	↓5		-
		All K-8	86%	26	60	12 2	14%	↓2		-
		District	84%	22	62	13 3	16%	↓-		-
	ELL	30	100% 37		63		0%	↓5		-
		All K-8	99%	38	61		1%	↓2		-
		District	98%	40	58	2	2%	↑-		-
	RFEP	40	80%	18	63	18 3	20%	↓3		-
		All K-8	75%	15	59	22 3	25%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Robinson

Category		Tested	Percent by Achievement Level	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	RFEP	District	76% 12 / 64 / 20 / 5 — 24%	↓-		-
	Foster	All K-8*	86% 86 / 14 — 14%	↑14		-
		District	89% 32 / 57 / 8 2 — 11%	↓1		-
	GATE/Excel	32	44% 6 / 38 / 44 / 13 — 56%	↑21		-
		All K-8	25% 2 / 23 / 42 / 34 — 75%	↑11		-
		District	35% 3 / 33 / 39 / 25 — 65%	↑8		-
	Homeless	5*	60% 20 / 40 / 40 — 40%	↑9		-
		All K-8	85% 33 / 52 / 10 5 — 15%	↓3		-
		District	86% 28 / 59 / 12 1 — 14%	↑-		-
	Homeless/Foster	5*	60% 20 / 40 / 40 — 40%	↑13		-
		All K-8	85% 29 / 56 / 9 6 — 15%	↓1		-
		District	87% 28 / 59 / 12 1 — 13%	↓-		-
	Low SES	141	86% 25 / 61 / 12 2 — 14%	↑1		-
		All K-8	79% 22 / 57 / 18 3 — 21%	↑3		-
		District	82% 20 / 61 / 15 4 — 18%	↓1		-
	Special Ed.	27	96% 56 / 41 / 4 — 4%	↑4		-
		All K-8	91% 44 / 47 / 6 3 — 9%	↑4		-
		District	92% 41 / 51 / 6 2 — 8%	↑1		-
	Spec Ed. Speech/RSP	27	96% 56 / 41 / 4 — 4%	↑4		-
		All K-8	89% 36 / 53 / 8 3 — 11%	↑5		-
		District	89% 34 / 55 / 8 3 — 11%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
					Declined	Below Target	Above Target	Accelerated*
ELA	**All Students**	441	441	21	38	16	14	32
			All K-8	27	33	17	16	33
			District	30	33	15	16	36
	Grade	Gr. 04 (Minimum Growth Target: 44)	74	18	43	23	18	16
			All K-8	34	30	23	27	19
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	89	26	37	22	20	20
			All K-8	34	29	25	20	27
			District	42	25	20	22	33
		Gr. 06 (Minimum Growth Target: 27)	96	7	46	17	16	22
			All K-8	20	36	17	17	31
			District	12	42	16	16	26
		Gr. 07 (Minimum Growth Target: 25)	94	53	21	12	9	59
			All K-8	34	29	15	13	44
			District	37	28	14	15	42
		Gr. 08 (Minimum Growth Target: 14)	88	6	45	9	7	39
			All K-8	14	43	9	7	41
			District	19	40	8	8	44
	Ethnicity	Hispanic	314	24	37	16	14	33
			All K-8	25	34	17	15	34
			District	29	34	15	16	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target			
					Declined	Below Target	Above Target	Accelerated*
ELA	Ethnicity	African American	94	8	44	14	14	29
			All K-8	22	35	19	16	31
			District	28	34	15	15	37
		Other	9^	-	44	33		22
			All K-8	33	30	17	20	33
			District	32	30	16	19	35
		Cambodian	8^	-	38	38		25
			All K-8	28	34	19	16	31
			District	34	30	16	16	38
		Filipino	8^	-	50	13		38
			All K-8	31	34	23	15	28
			District	35	29	16	17	38
		White	6^	-		17	33	50
			All K-8	26	31	17	22	29
			District	28	33	15	18	34
		Pacific Islander	5^	-	40	20	20	20
			All K-8	33	35	19	11	35
			District	30	34	13	17	37
		Asian	5^	-	40	40		20
			All K-8	39	33	11	16	40
			District	35	31	14	15	40

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target
					Declined **Below Target** **Above Target** **Accelerated***
ELA	**Gender**	Female	203	32	33 / 16 / 12 / 38
			All K-8	31	30 / 19 / 17 / 34
			District	32	31 / 15 / 17 / 36
		Male	237	13	42 / 16 / 15 / 26
			All K-8	23	37 / 16 / 16 / 32
			District	27	35 / 15 / 15 / 35
		Nonbinary	1^	-	100 / 0
			All K-8^	-14	50 / 50 / 0
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	170	27	38 / 14 / 14 / 34
			All K-8	24	35 / 17 / 12 / 37
			District	29	34 / 14 / 14 / 38
		ELL	87	22	34 / 15 / 17 / 33
			All K-8	22	34 / 21 / 12 / 32
			District	33	32 / 17 / 16 / 35
		RFEP	83	32	42 / 12 / 11 / 35
			All K-8	26	35 / 13 / 11 / 41
			District	26	35 / 12 / 13 / 40
		Foster	2^	-	50 / 50
			All K-8^	12	42 / 5 / 16 / 37
			District	9	40 / 19 / 13 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Declined	Below Target	Above Target	Accelerated*
ELA	Special Populations	GATE/Excel	82	22	38	18	12	32
			All K-8	32	29	19	18	33
			District	31	31	16	18	35
		Homeless	29	12	45	14	14	28
			All K-8	29	32	17	13	39
			District	27	35	14	14	37
		Homeless/Foster	31	12	45	13	13	29
			All K-8	27	33	15	13	39
			District	25	35	15	14	36
		Low SES	344	24	38	17	13	33
			All K-8	25	34	18	14	33
			District	29	33	15	16	35
		Special Ed.	54	17	44	15	9	31
			All K-8	25	36	19	16	29
			District	28	35	15	15	35
		Spec Ed. Speech/RSP	54	17	44	15	9	31
			All K-8	27	36	18	14	31
			District	31	34	15	15	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
		N		Declined	Below Target	Above Target	Accelerated*
All Students	441	441	17	35	21	19	25
		All K-8	20	35	19	18	28
		District	22	35	19	19	27
Grade	Gr. 04 (Minimum Growth Target: 42)	74	45	11	35	39	15
		All K-8	42	18	32	31	19
		District	47	17	29	32	23
	Gr. 05 (Minimum Growth Target: 39)	89	6	42	29	18	11
		All K-8	18	35	27	25	13
		District	30	29	28	25	18
	Gr. 06 (Minimum Growth Target: 24)	96	18	34	26	14	26
		All K-8	16	36	18	16	30
		District	14	39	15	15	30
	Gr. 07 (Minimum Growth Target: 17)	94	15	38	14	13	35
		All K-8	10	42	13	12	33
		District	16	39	11	11	39
	Gr. 08 (Minimum Growth Target: 19)	88	8	47	3	16	34
		All K-8	18	40	9	11	40
		District	14	42	11	12	36
Ethnicity	Hispanic	315	16	35	22	18	25
		All K-8	17	37	19	18	27
		District	20	36	20	18	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	African American	93	21	39	16	22	24
			All K-8	20	37	20	16	27
			District	18	38	18	17	26
		Other	9^	-	22	44	33	0
			All K-8	28	28	18	22	32
			District	27	32	18	20	30
		Cambodian	8^	-	50	25	25	0
			All K-8	24	32	18	20	31
			District	24	33	19	21	27
		Filipino	8^	-		13	38	50
			All K-8	39	27	16	21	37
			District	37	25	19	22	35
		White	6^	-	33	33		33
			All K-8	19	34	23	17	26
			District	27	31	20	21	28
		Pacific Islander	5^	-	20	60		20
			All K-8	30	24	16	35	24
			District	24	34	19	20	28
		Asian	5^	-	80		20	0
			All K-8	32	27	15	27	31
			District	25	32	18	21	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Gender	Female	204	18	32	24	21	23
			All K-8	21	34	19	19	28
			District	21	35	19	19	26
		Male	236	17	38	18	17	27
			All K-8	20	35	19	18	27
			District	23	34	19	19	28
		Nonbinary	1^	-	100	0		
			All K-8^	30	50		50	0
			District	11	45	15	6	33
	Special Populations	EL + RFEP	171	17	37	20	15	29
			All K-8	16	37	19	15	29
			District	20	37	19	16	27
		ELL	87	25	33	24	13	30
			All K-8	16	37	22	15	26
			District	24	34	20	18	27
		RFEP	84	8	40	15	17	27
			All K-8	16	38	16	14	32
			District	15	40	18	15	28
		Foster	2^	-	50			50
			All K-8	26	25	30	15	30
			District	11	39	20	14	27

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Robinson

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	GATE/Excel	82	22	35	20	18	27
			All K-8	29	29	20	20	32
			District	28	29	21	22	29
		Homeless	30	30	17	33	23	27
			All K-8	27	32	21	20	27
			District	20	37	19	17	27
		Homeless/Foster	32	29	19	31	22	28
			All K-8	27	31	22	20	27
			District	19	37	19	16	27
		Low SES	344	19	34	22	19	25
			All K-8	18	36	19	18	27
			District	21	36	19	18	27
		Special Ed.	54	9	43	13	19	26
			All K-8	10	42	18	18	22
			District	20	38	18	17	28
		Spec Ed. Speech/RSP	54	9	43	13	19	26
			All K-8	12	41	18	18	23
			District	20	37	18	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
All Elementary	4,137	70%	17	53	20	10	30%	↓-	-
Addams	127	81%	19	62	15	4	19%	↓5	-
Alvarado	56	61%	5	55	30	9	39%	↑5	-
Barton	75	92%	36	56	5	3	8%	↓5	-
Birney	104	77%	22	55	15	8	23%	↓7	-
Bixby	77	57%	6	51	30	13	43%	↑4	-
Bryant	55	76%	22	55	18	5	24%	↓11	-
Burbank	102	70%	15	55	24	7	30%	↑5	-
Burcham	52	65%	6	60	21	13	35%	↓10	-
Carver	80	29%	3	26	39	33	71%	↑18	-
Chavez	47	94%	34	60	6		6%	↓9	-
Cleveland	82	32%	1	30	44	24	68%	↑20	-
Dooley	129	78%	26	51	18	5	22%	↑8	-
Edison	74	89%	27	62	8	3	11%	↓7	-
Emerson	48	44%	4	40	33	23	56%	↑1	-
Fremont	52	33%	4	29	29	38	67%	↑10	-
Gant	80	41%	4	38	31	28	59%	↓3	-
Garfield	101	81%	21	60	16	3	19%	↓3	-
Gompers	58	62%	12	50	34	3	38%	↓8	-
Grant	145	89%	34	55	10	1	11%	↓4	-
Harte	121	80%	17	64	18	2	20%	↑2	-
Henry	128	58%	4	54	28	14	42%	↑1	-
Herrera	130	75%	14	61	20	5	25%	↓7	-
Holmes	66	70%	12	58	20	11	30%	↑16	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48		40	12	52%	↓7	-
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22		22%	↑2	-
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-		↓3
Avalon	227	87%	57	30	10	3	13%	↓7		↓12
Cubberley	647	45%	24	21	22	33	55%	↑-		↓4
Muir	654	66%	36	30	20	14	34%	↑-		↓1
Newcomb	549	30%	10	20	27	43	70%	↓4		↓5
Powell	549	74%	49	26	16	10	26%	↑4		↑-
Robinson	532	81%	52	29	14	5	19%	↓2		↓2
Tincher	530	39%	15	24	25	36	61%	↓-		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82		98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66		94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/6/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6 2		8%	↑1		↓10
Lakewood	576	89%	61	27	9 2		11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10 2		12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12 4		16%	↓9		↓15

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level							2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,561	76%	15	61	19	5	24%		↓1		-
Browning	64	94%	27	67	6		6%		↓2		-
Cabrillo	383	92%	24	69	8		8%		↓5		-
CAMS	162	16%		15	53	31	84%		↑5		-
EPHS	144	92%	24	68	8		8%		↑4		-
Jordan	413	93%	22	72	6		7%		↓3		-
Lakewood	596	85%	17	68	14	1	15%		↓-		-
McBride	155	72%	13	59	24	4	28%		↓3		-
Millikan	755	67%	9	58	27	6	33%		↑5		-
Polytechnic	873	73%	14	59	19	7	27%		↓3		-
Reid	90	97%	42	54	3		3%		↑2		-
Renaissance	73	88%	12	75	11	1	12%		↓2		-
Sato	96	55%	4	51	32	13	45%		↓35		-
Wilson	757	75%	13	62	21	5	25%		↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

All

School	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
District (998)	3	33%	33	33	33		67%		↑33		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
				Percent by Achievement Level						
District	31,977	51%	29	22	27	23	49%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	64%	38	25	19	17	36%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,994	73%	17	57	19	7	27%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Robinson

23-24

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome
~~for the student. Incidents missing dispositions are counted under "No Action Taken" type~~

Category	subgroup	# Records	YR Percent by Category
All Students	All	491	44 / 55 / 1
Grade	Gr. 01	17	24 / 76
	Gr. 02	26	23 / 77
	Gr. 03	33	18 / 82
	Gr. 04	41	24 / 71 / 5
	Gr. 05	97	35 / 62 / 3
	Gr. 06	81	65 / 35
	Gr. 07	100	54 / 46
	Gr. 08	80	55 / 44 / 1
	Gr. K	14	29 / 71
	Gr. TK	2	50 / 50
Ethnicity	African American	226	42 / 56 / 2
	Asian	10	50 / 50
	Filipino	2	50 / 50
	Hispanic	218	47 / 52
	Other	23	43 / 57
	Pacific Islander	7	14 / 86
	White	5	20 / 80

Robinson

23-24

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome
for the student. Incidents missing dispositions are counted under "No Action Taken" type.

Category	subgroup	YR	
		# Records	Percent by Category
Gender	Female	156	46 / 52 / 3
	Male	331	44 / 56
	Nonbinary	4	25 / 75
Special Populations	EL + RFEP	79	43 / 56 / 1
	ELL	46	39 / 59 / 2
	Foster	15	40 / 60
	GATE/Excel	49	47 / 53
	Homeless	30	33 / 63 / 3
	Low SES	386	46 / 53 / 1
	RFEP	33	48 / 52
	Spec Ed. Speech/RSP	56	43 / 57
	Special Ed.	80	39 / 61

Robinson

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

	subgroup		YR	
Category		# Students	**Percent by Category**	
All Students	All	187	51	49
Grade	Gr. 01	9	44	56
	Gr. 02	9	56	44
	Gr. 03	11	45	55
	Gr. 04	20	45	55
	Gr. 05	39	46	54
	Gr. 06	28	61	39
	Gr. 07	28	54	46
	Gr. 08	37	57	43
	Gr. K	4	50	50
	Gr. TK	2		100
Ethnicity	African American	75	61	39
	Asian	3	67	33
	Filipino	1	100	
	Hispanic	93	45	55
	Other	9	33	67
	Pacific Islander	3	33	67
	White	3	33	67

Report Name:Attendance - Students_by_Number_of_Incidents_Subgroup - ARC Report #1172 |
Report Code ATT02-MO

Robinson

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

Category	subgroup	# Students	Percent by Category	
			YR	
Gender	Female	63	54	46
	Male	123	50	50
	Nonbinary	1	100	
Special Populations	EL + RFEP	41	41	59
	ELL	26	38	62
	Foster	4	50	50
	GATE/Excel	22	50	50
	Homeless	12	50	50
	Low SES	148	47	53
	RFEP	15	47	53
	Spec Ed. Speech/RSP	20	55	45
	Special Ed.	30	50	50

Report Name:Attendance - Students_by_Number_of_Incidents_Subgroup - ARC Report #1172 |
Report Code ATT02-MO

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 1

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
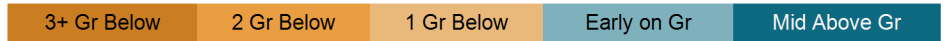
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	53	34 / 66
			2	57	12 / 86 / 2
			3	57	5 / 81 / 11 / 4
	Teacher	Mallard, J	1	27	33 / 67
			2	29	14 / 83 / 3
			3	30	7 / 67 / 20 / 7
		Monge-Tizcareno, A	1	28	32 / 68
			2	28	11 / 89
			3	29	10 / 90
	Ethnicity	African American	1	9	22 / 78
			2	12	8 / 92
			3	13	8 / 77 / 15
		Asian	1	2	50 / 50
			2	3	33 / 33 / 33
			3	3	67 / 33
		Hispanic	1	39	38 / 62
			2	38	13 / 87
			3	37	5 / 81 / 11 / 3
		Other	1	3	100
			2	3	100
			3	3	100
		Pacific Islander	2	1	100
			3	1	100
	Gender	Female	1	24	25 / 75
			2	26	8 / 92
			3	26	4 / 81 / 12 / 4
		Male	1	29	41 / 59
			2	31	16 / 81 / 3
			3	31	6 / 81 / 10 / 3
	Special Populations	Low SES	1	43	35 / 65
			2	43	12 / 88
			3	44	5 / 84 / 9 / 2

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 1

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
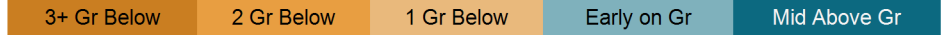
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	ELL	1	16	56 / 44
			2	16	13 / 88
			3	15	7 / 87 / 7
		RFEP	1	3	33 / 67
			2	3	33 / 67
			3	2	100
		EL + RFEP	1	19	53 / 47
			2	19	16 / 84
			3	17	6 / 88 / 6
		Special Ed.	1	3	67 / 33
			2	3	33 / 67
			3	3	67 / 33
		Spec Ed. Speech/RSP	1	1	100
			2	1	100
			3	1	100
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	6	50 / 50
			2	6	83 / 17
			3	8	13 / 75 / 13
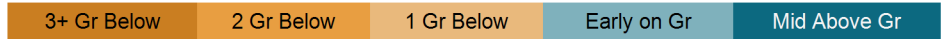
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	65	63 / 37
			2	74	45 / 51 / 4
			3	74	32 / 59 / 8
	Teacher	Casalegno, K	1	28	68 / 32
			2	29	52 / 45 / 3
			3	30	40 / 60
		Ing, P	1	14	43 / 57
			2	14	7 / 93
			3	15	20 / 53 / 27
		Lara, M	1	28	71 / 29
			2	27	56 / 37 / 7
			3	29	31 / 62 / 7
	Ethnicity	African American	1	10	60 / 40
			2	11	36 / 64
			3	11	36 / 55 / 9
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	49	65 / 35
			2	56	46 / 48 / 5
			3	55	31 / 60 / 9
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	4	75 / 25
			2	5	60 / 40
			3	5	40 / 60
		Asian	3	1	100
	Gender	Female	1	36	67 / 33
			2	37	46 / 51 / 3
			3	41	34 / 51 / 15
		Male	1	29	59 / 41
			2	37	43 / 51 / 5
			3	33	30 / 70

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
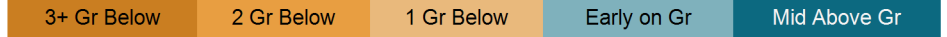
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	58	64 / 36
			2	64	45 / 52 / 3
			3	62	29 / 63 / 8
		ELL	1	26	73 / 27
			2	28	61 / 36 / 4
			3	29	34 / 62 / 3
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	27	70 / 30
			2	29	59 / 38 / 3
			3	30	33 / 60 / 7
		Special Ed.	1	9	89 / 11
			2	11	55 / 36 / 9
			3	10	50 / 50
		Spec Ed. Speech/RSP	1	4	100
			2	5	100
			3	5	60 / 40
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	4	75 / 25
			2	4	75 / 25
			3	4	100
		GATE/Excel	1	4	100
			2	4	75 / 25
			3	4	75 / 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 3

Legend
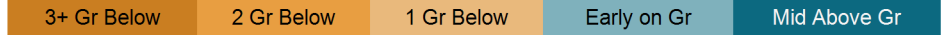
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	68	29 / 43 / 28
			2	70	16 / 23 / 54 / 6 / 1
			3	70	14 / 17 / 56 / 9 / 4
	Teacher	Ing, P	1	12	17 / 42 / 42
			2	12	33 / 67
			3	12	25 / 75
		Kobren, M	1	26	54 / 23 / 23
			2	27	22 / 33 / 37 / 4 / 4
			3	27	19 / 19 / 48 / 7 / 7
		Ochoa, A	1	27	11 / 63 / 26
			2	28	14 / 7 / 71 / 7
			3	28	11 / 14 / 61 / 11 / 4
	Ethnicity	African American	1	14	29 / 29 / 43
			2	14	14 / 21 / 50 / 14
			3	14	7 / 21 / 43 / 21 / 7
		Asian	1	3	33 / 67
			2	3	33 / 67
			3	3	67 / 33
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	47	32 / 45 / 23
			2	48	17 / 25 / 54 / 4
			3	48	19 / 17 / 58 / 4 / 2
		Pacific Islander	1	2	50 / 50
			2	2	100
			3	3	33 / 67
		Other	1	1	100
			2	1	100
		White	2	1	100
			3	1	100
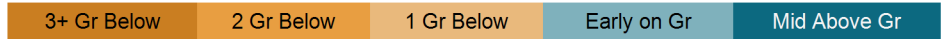
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 3

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	34	38 / 38 / 24
			2	34	15 / 29 / 53 / 3
			3	34	15 / 15 / 62 / 6 / 3
		Male	1	34	21 / 47 / 32
			2	36	17 / 17 / 56 / 11
			3	36	14 / 19 / 50 / 11 / 6
	Special Populations	Low SES	1	59	32 / 44 / 24
			2	59	17 / 25 / 53 / 5
			3	57	14 / 21 / 53 / 9 / 4
		ELL	1	21	29 / 52 / 19
			2	22	23 / 18 / 55 / 5
			3	24	21 / 13 / 58 / 8
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	22	27 / 55 / 18
			2	23	22 / 17 / 57 / 4
			3	25	20 / 12 / 56 / 12
		Special Ed.	1	6	83 / 17
			2	6	17 / 33 / 50
			3	6	17 / 33 / 33 / 17
		Spec Ed. Speech/RSP	1	3	100
			2	3	33 / 67
			3	3	33 / 67
		Homeless	1	7	43 / 43 / 14
			2	7	29 / 14 / 57
			3	6	17 / 83
		GATE/Excel	1	9	11 / 89
			2	9	67 / 22 / 11
			3	9	44 / 33 / 22

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	79	20 / 30 / 44 / 4
			2	78	13 / 27 / 50 / 5 / 5
			3	75	8 / 19 / 51 / 17 / 5
	Teacher	Flores, E	1	26	27 / 19 / 42 / 8 / 4
			2	26	19 / 23 / 46 / 4 / 8
			3	26	4 / 23 / 50 / 15 / 8
		Marlow, A	1	25	16 / 24 / 52 / 8
			2	26	15 / 23 / 54 / 4 / 4
			3	26	19 / 15 / 46 / 15 / 4
		Sotelo, R	1	25	12 / 44 / 44
			2	24	4 / 29 / 54 / 8 / 4
			3	25	24 / 52 / 20 / 4
	Ethnicity	African American	1	15	47 / 40 / 13
			2	16	25 / 38 / 38
			3	12	17 / 42 / 33 / 8
		Asian	1	1	100
			2	1	100
			3	1	100
		Filipino	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		Hispanic	1	56	14 / 32 / 50 / 4
			2	54	9 / 26 / 56 / 4 / 6
			3	55	5 / 15 / 58 / 16 / 5
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	4	25 / 75
			2	4	25 / 25 / 50
			3	4	25 / 25 / 50
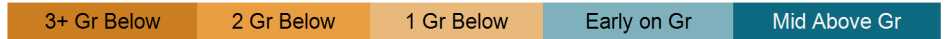
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 4

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	38	21	26	42	8	3
		Female	2	36	11	36	36	8	8
		Female	3	34	9	15	50	18	9
		Male	1	41	20	34	46		
		Male	2	42	14	19	62	2	2
		Male	3	41	7	22	51	17	2
	Special Populations	Low SES	1	67	19	30	45	4	1
		Low SES	2	66	12	26	52	6	5
		Low SES	3	61	5	16	54	20	5
		ELL	1	25	16	40	40	4	
		ELL	2	23	17	17	65		
		ELL	3	24	13	21	58	8	
		RFEP	1	4		25	50	25	
		RFEP	2	5			60	20	20
		RFEP	3	5			40	40	20
		EL + RFEP	1	29	14	38	41	7	
		EL + RFEP	2	28	14	14	64	4	4
		EL + RFEP	3	29	10	17	55	14	3
		Special Ed.	1	10	20	40	40		
		Special Ed.	2	10	20	30	50		
		Special Ed.	3	10	10	40	40	10	
		Spec Ed. Speech/RSP	1	6	17	50	33		
		Spec Ed. Speech/RSP	2	6	33	17	50		
		Spec Ed. Speech/RSP	3	6	17	50	33		
		Homeless	1	8	13	38	50		
		Homeless	2	7		29	71		
		Homeless	3	7		29	57	14	
		GATE/Excel	1	9			67	22	11
		GATE/Excel	2	9			44	11	44
		GATE/Excel	3	9			11	44	44

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 5

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	90	3+: 29, 2: 20, 1: 37, Early: 13, Mid: 1
			2	92	3+: 17, 2: 15, 1: 42, Early: 17, Mid: 8
			3	88	2: 15, 1: 19, 1gr: 26, Early: 22, Mid: 18
	Teacher	Giron, C	1	31	3+: 23, 2: 19, 1: 45, Early: 13
			2	32	3+: 13, 2: 6, 1: 50, Early: 16, Mid: 16
			3	32	2: 13, 1: 6, 1gr: 28, Early: 28, Mid: 25
		Pearson, E	1	25	3+: 52, 2: 16, 1: 20, Early: 12
			2	28	3+: 29, 2: 39, 1: 18, Early: 11, Mid: 4
			3	26	2: 19, 1: 42, 1gr: 19, Early: 12, Mid: 8
		Ruiz, A	1	32	3+: 16, 2: 25, 1: 41, Early: 16, Mid: 3
			2	32	3+: 13, 2: 6, 1: 53, Early: 25, Mid: 3
			3	32	2: 13, 1: 13, 1gr: 34, Early: 22, Mid: 19
	Ethnicity	African American	1	17	3+: 29, 2: 29, 1: 24, Early: 18
			2	17	3+: 29, 2: 12, 1: 41, Early: 18
			3	16	2: 13, 1: 31, 1gr: 25, Early: 25, Mid: 6
		Asian	1	3	1: 67, Early: 33
			2	3	1: 67, Mid: 33
			3	3	1: 67, Mid: 33
		Filipino	1	3	2: 33, 1: 33, Early: 33
			2	3	1: 67, Early: 33
			3	3	1: 33, Early: 33, Mid: 33
		Hispanic	1	60	3+: 30, 2: 18, 1: 38, Early: 12, Mid: 2
			2	60	3+: 18, 2: 15, 1: 42, Early: 15, Mid: 10
			3	59	2: 17, 1: 19, 1gr: 24, Early: 20, Mid: 20
		Pacific Islander	1	3	1: 100
			2	4	1: 25, Early: 75
			3	4	1: 25, Early: 50, Mid: 25
		White	1	2	3+: 100
			2	3	3+: 67, 1: 33
			3	1	3+: 100
		Other	1	2	3+: 50, 1: 50
			2	2	3+: 50, 1: 50
			3	2	3+: 50, 1: 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 5

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	40	38 / 20 / 38 / 3
			2	44	25 / 20 / 36 / 11 / 7
			3	41	20 / 17 / 37 / 15 / 12
		Male	1	50	22 / 20 / 36 / 22
			2	48	10 / 10 / 48 / 23 / 8
			3	47	11 / 21 / 17 / 28 / 23
	Special Populations	Low SES	1	74	28 / 23 / 34 / 14 / 1
			2	73	15 / 16 / 47 / 15 / 7
			3	71	15 / 23 / 27 / 18 / 17
		ELL	1	17	53 / 24 / 24
			2	17	35 / 12 / 47 / 6
			3	17	29 / 24 / 29 / 18
		RFEP	1	10	10 / 60 / 20 / 10
			2	10	10 / 40 / 30 / 20
			3	10	30 / 20 / 50
		EL + RFEP	1	27	33 / 19 / 37 / 7 / 4
			2	27	22 / 11 / 44 / 15 / 7
			3	27	19 / 15 / 30 / 19 / 19
		Special Ed.	1	14	57 / 14 / 21 / 7
			2	14	43 / 14 / 36 / 7
			3	15	33 / 33 / 13 / 7 / 13
		Spec Ed. Speech/RSP	1	10	70 / 10 / 20
			2	11	45 / 18 / 36
			3	11	36 / 36 / 9 / 9 / 9
		Homeless	1	5	40 / 20 / 40
			2	3	33 / 33 / 33
			3	4	25 / 25 / 50
		GATE/Excel	1	27	56 / 41 / 4
			2	26	23 / 54 / 23
			3	26	12 / 31 / 58

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 6

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	94	39 / 20 / 31 / 9 / 1
			2	98	22 / 16 / 42 / 16 / 3
			3	97	22 / 16 / 38 / 18 / 6
	Teacher	Marengo, S	1	63	43 / 16 / 32 / 10
			2	65	25 / 15 / 37 / 20 / 3
			3	64	23 / 22 / 31 / 17 / 6
		Ramos, J	1	33	33 / 27 / 30 / 6 / 3
			2	34	18 / 18 / 50 / 12 / 3
			3	34	18 / 6 / 50 / 21 / 6
	Ethnicity	African American	1	16	56 / 13 / 25 / 6
			2	18	22 / 28 / 39 / 6 / 6
			3	17	29 / 12 / 47 / 6 / 6
		Asian	1	1	100 (Early on Gr)
			2	2	50 / 50 (Mid Above Gr)
			3	2	50 / 50 (Mid Above Gr)
		Hispanic	1	74	38 / 22 / 31 / 9
			2	75	23 / 15 / 41 / 20 / 1
			3	75	20 / 19 / 35 / 21 / 5
		White	1	1	100 (2 Gr Below)
			2	1	100 (1 Gr Below)
			3	1	100 (1 Gr Below)
		Other	1	2	100 (2 Gr Below)
			2	2	100 (1 Gr Below)
			3	2	100 (1 Gr Below)
	Gender	Female	1	47	32 / 23 / 36 / 6 / 2
			2	48	17 / 21 / 40 / 19 / 4
			3	48	13 / 19 / 42 / 23 / 4
		Male	1	47	47 / 17 / 26 / 11
			2	50	28 / 12 / 44 / 14 / 2
			3	49	31 / 14 / 35 / 12 / 8
	Special Populations	Low SES	1	72	40 / 19 / 29 / 10 / 1
			2	72	17 / 19 / 43 / 17 / 4
			3	71	18 / 15 / 39 / 18 / 8

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 6

Legend
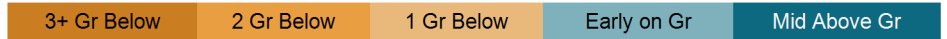
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	ELL	1	22	59 / 18 / 23
			2	25	36 / 20 / 40 / 4
			3	25	36 / 24 / 28 / 12
		RFEP	1	17	12 / 24 / 47 / 18
			2	17	6 / 59 / 24 / 12
			3	17	6 / 53 / 24 / 18
		EL + RFEP	1	39	38 / 21 / 33 / 8
			2	42	21 / 14 / 48 / 12 / 5
			3	42	21 / 17 / 38 / 17 / 7
		Special Ed.	1	13	77 / 8 / 15
			2	15	60 / 13 / 27
			3	14	64 / 14 / 21
		Spec Ed. Speech/RSP	1	12	75 / 8 / 17
			2	14	57 / 14 / 29
			3	13	69 / 15 / 15
		Homeless	1	6	50 / 17 / 17 / 17
			2	5	60 / 40
			3	6	33 / 17 / 33 / 17
		GATE/Excel	1	17	24 / 41 / 29 / 6
			2	18	6 / 44 / 33 / 17
			3	18	6 / 22 / 44 / 28
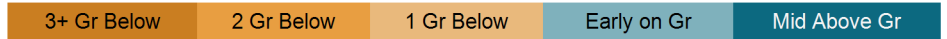
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 7

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	101	32 / 12 / 38 / 13 / 6
			2	100	29 / 13 / 31 / 15 / 12
			3	96	31 / 15 / 31 / 11 / 11
	Teacher	Jones, K	1	34	15 / 6 / 38 / 26 / 15
			2	34	18 / 9 / 21 / 21 / 32
			3	34	9 / 24 / 26 / 15 / 26
		Licano, A	1	33	36 / 15 / 39 / 6 / 3
			2	32	22 / 22 / 34 / 19 / 3
			3	32	41 / 16 / 31 / 9 / 3
		Ramos, J	1	31	42 / 16 / 35 / 6
			2	31	45 / 10 / 35 / 6 / 3
			3	30	43 / 3 / 40 / 10 / 3
	Ethnicity	African American	1	19	47 / 16 / 21 / 16
			2	17	35 / 12 / 24 / 18 / 12
			3	15	40 / 7 / 33 / 7 / 13
		Asian	1	1	100 (Early on Gr)
			2	1	100 (1 Gr Below)
			3	1	100 (1 Gr Below)
		Filipino	1	3	33 / 33 / 33
			2	3	33 / 33 / 33
			3	3	67 / 33
		Hispanic	1	76	29 / 11 / 45 / 9 / 7
			2	77	29 / 13 / 32 / 16 / 10
			3	75	32 / 17 / 28 / 13 / 9
		Pacific Islander	1	1	100 (Early on Gr)
			2	1	100 (Mid Above Gr)
			3	1	100 (Mid Above Gr)
		Other	1	1	100 (Early on Gr)
			2	1	100 (1 Gr Below)
			3	1	100 (1 Gr Below)
	Gender	Female	1	46	22 / 13 / 54 / 9 / 2
			2	47	26 / 15 / 38 / 17 / 4
			3	45	27 / 16 / 44 / 9 / 4

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 7

Legend
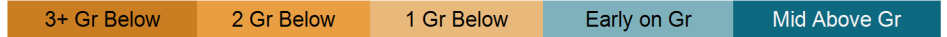
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	**Gender**	Male	1	54	39 / 11 / 24 / 17 / 9
		Male	2	52	31 / 12 / 25 / 13 / 19
		Male	3	50	34 / 14 / 20 / 14 / 18
		Nonbinary	1	1	100
		Nonbinary	2	1	100
		Nonbinary	3	1	100
	Special Populations	Low SES	1	77	34 / 13 / 35 / 14 / 4
		Low SES	2	74	31 / 14 / 32 / 14 / 9
		Low SES	3	72	31 / 17 / 35 / 8 / 10
		ELL	1	16	50 / 19 / 25 / 6
		ELL	2	17	71 / 6 / 12 / 6 / 6
		ELL	3	17	59 / 24 / 12 / 6
		RFEP	1	28	18 / 7 / 54 / 11 / 11
		RFEP	2	28	21 / 4 / 36 / 25 / 14
		RFEP	3	27	26 / 7 / 26 / 26 / 15
		EL + RFEP	1	44	30 / 11 / 43 / 7 / 9
		EL + RFEP	2	45	40 / 4 / 27 / 18 / 11
		EL + RFEP	3	44	39 / 14 / 20 / 16 / 11
		Special Ed.	1	2	50 / 50
		Special Ed.	2	3	67 / 33
		Special Ed.	3	3	67 / 33
		Spec Ed. Speech/RSP	1	1	100
		Spec Ed. Speech/RSP	2	2	100
		Spec Ed. Speech/RSP	3	2	100
		Foster	1	1	100
		Foster	2	2	50 / 50
		Foster	3	2	50 / 50
		Homeless	1	12	42 / 17 / 33 / 8
		Homeless	2	11	55 / 45
		Homeless	3	11	36 / 27 / 36
		GATE/Excel	1	25	52 / 28 / 20
		GATE/Excel	2	25	4 / 24 / 36 / 36
		GATE/Excel	3	23	9 / 35 / 17 / 39
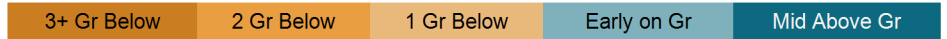
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 8

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	94	53 / 15 / 23 / 6 / 2
			2	94	41 / 14 / 32 / 9 / 4
			3	88	44 / 13 / 27 / 9 / 7
	Teacher	Jones, S	1	24	88 / 13
			2	26	88 / 4 / 8
			3	24	79 / 21
		Licano, A	1	66	41 / 15 / 32 / 9 / 3
			2	66	23 / 18 / 41 / 12 / 6
			3	66	32 / 9 / 38 / 12 / 9
	Ethnicity	African American	1	26	65 / 4 / 27 / 4
			2	28	43 / 14 / 36 / 7
			3	22	55 / 14 / 23 / 5 / 5
		Filipino	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Hispanic	1	63	49 / 21 / 21 / 8 / 2
			2	61	41 / 15 / 30 / 10 / 5
			3	61	41 / 11 / 30 / 11 / 7
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	43	60 / 12 / 23 / 2 / 2
			2	41	41 / 10 / 41 / 5 / 2
			3	41	46 / 7 / 29 / 12 / 5
		Male	1	51	47 / 18 / 24 / 10 / 2
			2	53	42 / 17 / 25 / 11 / 6
			3	47	43 / 17 / 26 / 6 / 9
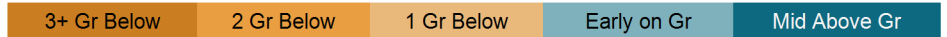
i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 8

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Special Populations	Low SES	1	70	54 / 13 / 23 / 7 / 3
			2	71	37 / 14 / 34 / 10 / 6
			3	67	40 / 12 / 27 / 12 / 9
		ELL	1	10	80 / 20
			2	12	75 / 17 / 8
			3	13	69 / 15 / 15
		RFEP	1	30	47 / 23 / 17 / 10 / 3
			2	28	25 / 14 / 39 / 11 / 11
			3	28	29 / 14 / 29 / 18 / 11
		EL + RFEP	1	40	55 / 23 / 13 / 8 / 3
			2	40	40 / 15 / 30 / 8 / 8
			3	41	41 / 15 / 24 / 12 / 7
		Special Ed.	1	13	69 / 31
			2	13	77 / 23
			3	13	85 / 8 / 8
		Spec Ed. Speech/RSP	1	12	67 / 33
			2	12	75 / 25
			3	12	83 / 8 / 8
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	16	6 / 19 / 38 / 25 / 13
			2	16	19 / 38 / 19 / 25
			3	16	6 / 38 / 31 / 25
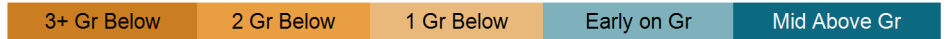
i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 1

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	54	30 / 59 / 9 / 2
			2	53	9 / 70 / 15 / 6
			3	58	7 / 52 / 16 / 26
	Teacher	Mallard, J	1	27	26 / 59 / 11 / 4
			2	29	7 / 59 / 17 / 17
			3	30	7 / 37 / 20 / 37
		Monge-Tizcareno, A	1	28	32 / 61 / 7
			2	28	11 / 75 / 14
			3	30	7 / 67 / 10 / 17
	Ethnicity	African American	1	11	18 / 73 / 9
			2	12	58 / 33 / 8
			3	12	42 / 25 / 33
		Asian	1	2	50 / 50
			2	3	100
			3	3	67 / 33
		Hispanic	1	38	34 / 53 / 11 / 3
			2	34	15 / 68 / 12 / 6
			3	39	10 / 49 / 15 / 26
		Other	1	3	100
			2	3	100
			3	3	100
		Pacific Islander	2	1	100
			3	1	100
	Gender	Female	1	25	28 / 56 / 12 / 4
			2	26	12 / 58 / 23 / 8
			3	26	4 / 42 / 23 / 31
		Male	1	29	31 / 62 / 7
			2	27	7 / 81 / 7 / 4
			3	32	9 / 59 / 9 / 22
	Special Populations	Low SES	1	44	30 / 57 / 11 / 2
			2	40	10 / 65 / 20 / 5
			3	44	5 / 50 / 18 / 27
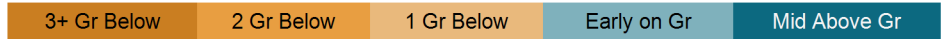
i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 1

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	ELL	1	15	47 / 47 / 7
			2	13	15 / 77 / 8
			3	16	19 / 56 / 6 / 19
		RFEP	1	3	33 / 33 / 33
			2	2	50 / 50
			3	3	33 / 33 / 33
		EL + RFEP	1	18	44 / 44 / 6 / 6
			2	15	20 / 73 / 7
			3	19	16 / 53 / 11 / 21
		Special Ed.	1	3	67 / 33
			2	3	100
			3	3	100
		Spec Ed. Speech/RSP	1	1	100
			2	1	100
			3	1	100
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	6	50 / 50
			2	6	17 / 67 / 17
			3	8	25 / 50 / 13 / 13

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	64	44 / 47 / 3 / 6
			2	66	26 / 58 / 9 / 8
			3	72	26 / 46 / 18 / 10
	Teacher	Casalegno, K	1	28	43 / 43 / 7 / 7
			2	29	24 / 59 / 10 / 7
			3	30	27 / 43 / 17 / 13
		Ing, P	1	14	21 / 64 / 7 / 7
			2	14	7 / 64 / 14 / 14
			3	15	13 / 40 / 27 / 20
		Lara, M	1	28	50 / 46 / 4
			2	27	33 / 56 / 7 / 4
			3	29	28 / 52 / 14 / 7
	Ethnicity	African American	1	9	33 / 44 / 11 / 11
			2	10	10 / 70 / 10 / 10
			3	10	30 / 20 / 50
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	49	49 / 47 / 2
			2	49	31 / 55 / 10 / 4
			3	54	26 / 52 / 13 / 9
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	4	25 / 50 / 25
			2	5	20 / 60 / 20
			3	5	40 / 20 / 20 / 20
		Asian	3	1	100
	Gender	Female	1	36	47 / 42 / 6 / 6
			2	36	19 / 67 / 6 / 8
			3	40	18 / 48 / 23 / 13
		Male	1	28	39 / 54 / 7
			2	30	33 / 47 / 13 / 7
			3	32	38 / 44 / 13 / 6

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Low SES	1	57	46	49		2	4
		Low SES	2	59	25	59		8	7
		Low SES	3	61	28	44		20	8
		ELL	1	24	50	50			
		ELL	2	25	36	64			
		ELL	3	29	28	52		21	
		RFEP	1	1			100		
		RFEP	2	1					100
		RFEP	3	1					100
		EL + RFEP	1	25	48	52			
		EL + RFEP	2	26	35	62			4
		EL + RFEP	3	30	27	50		20	3
		Special Ed.	1	8	75	25			
		Special Ed.	2	10	60	30		10	
		Special Ed.	3	10	60	30		10	
		Spec Ed. Speech/RSP	1	4	100				
		Spec Ed. Speech/RSP	2	5	80	20			
		Spec Ed. Speech/RSP	3	5	80	20			
		Foster	1	1	100				
		Foster	2	1	100				
		Foster	3	1	100				
		Homeless	1	4		50	25		25
		Homeless	2	4		50	25		25
		Homeless	3	4	75	25			
		GATE/Excel	1	4			25	25	50
		GATE/Excel	2	4					100
		GATE/Excel	3	4					100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 3

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	**All Students**	All	1	66	20 / 38 / 23 / 15 / 5
			2	68	12 / 31 / 28 / 21 / 9
			3	69	12 / 20 / 25 / 32 / 12
	Teacher	Ing, P	1	12	33 / 33 / 33
			2	12	33 / 33 / 25 / 8
			3	12	17 / 33 / 50
		Kobren, M	1	27	22 / 41 / 26 / 7 / 4
			2	27	22 / 41 / 22 / 7 / 7
			3	28	18 / 21 / 32 / 21 / 7
		Ochoa, A	1	27	26 / 37 / 19 / 15 / 4
			2	28	11 / 18 / 32 / 32 / 7
			3	28	11 / 14 / 18 / 39 / 18
	Ethnicity	African American	1	14	14 / 43 / 7 / 29 / 7
			2	13	38 / 31 / 8 / 23
			3	14	21 / 29 / 21 / 29
		Asian	1	3	33 / 67
			2	3	33 / 33 / 33
			3	3	33 / 33 / 33
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	45	22 / 33 / 29 / 13 / 2
			2	47	17 / 30 / 23 / 26 / 4
			3	47	15 / 23 / 21 / 34 / 6
		Pacific Islander	1	2	100
			2	2	50 / 50
			3	3	67 / 33
		White	1	1	100
			2	1	100
			3	1	100
		Other	2	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 3

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	34	24 / 32 / 15 / 26 / 3
			2	34	15 / 29 / 26 / 21 / 9
			3	33	15 / 24 / 21 / 27 / 12
		Male	1	32	16 / 44 / 31 / 3 / 6
			2	34	9 / 32 / 29 / 21 / 9
			3	36	8 / 17 / 28 / 36 / 11
	Special Populations	Low SES	1	56	20 / 43 / 20 / 16 / 2
			2	57	9 / 37 / 28 / 19 / 7
			3	57	11 / 21 / 25 / 33 / 11
		ELL	1	20	25 / 40 / 25 / 10
			2	21	33 / 24 / 19 / 24
			3	24	25 / 17 / 29 / 29
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	21	24 / 43 / 24 / 10
			2	22	32 / 23 / 18 / 27
			3	25	24 / 16 / 28 / 32
		Special Ed.	1	6	17 / 67 / 17
			2	6	67 / 33
			3	6	33 / 33 / 33
		Spec Ed. Speech/RSP	1	3	33 / 67
			2	3	100
			3	3	67 / 33
		Homeless	1	6	67 / 33
			2	7	14 / 29 / 57
			3	6	33 / 17 / 17 / 33
		GATE/Excel	1	7	29 / 29 / 43
			2	9	22 / 22 / 56
			3	8	13 / 13 / 75

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	74	31	12	47	3	7
			2	70	21	14	50	6	9
			3	67	21	13	48	10	7
	Teacher	Flores, E	1	26	35	4	46	8	8
			2	25	20	8	52	8	12
			3	26	23	12	38	15	12
		Marlow, A	1	25	36	20	40	4	
			2	23	26	13	52	4	4
			3	25	28	16	52	4	
		Sotelo, R	1	25	24	16	52		8
			2	24	17	17	54	4	8
			3	25	16	8	60	8	8
	Ethnicity	African American	1	14	43	21	29	7	
			2	15	27	27	47		
			3	11	18	9	55	18	
		Asian	1	1					100
			2	1					100
			3	1					100
		Filipino	1	2			100		
			2	2			50	50	
			3	2			50	50	
		Hispanic	1	53	30	9	51	2	8
			2	48	23	10	50	6	10
			3	49	24	16	45	6	8
		Other	1	4	25	25	50		
			2	3			100		
			3	4			75	25	
		White	2	1		100			
	Gender	Female	1	36	28	8	47	6	11
			2	32	13	6	63	6	13
			3	31	13	6	55	13	13
		Male	1	38	34	16	47	3	
			2	38	29	21	39	5	5
			3	36	28	19	42	8	3

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	Low SES	1	62	31 / 13 / 45 / 3 / 8
			2	58	19 / 14 / 52 / 7 / 9
			3	54	19 / 13 / 48 / 13 / 7
		ELL	1	23	39 / 17 / 43
			2	22	32 / 18 / 41 / 9
			3	21	33 / 29 / 33 / 5
		RFEP	1	4	50 / 50
			2	4	50 / 50
			3	4	25 / 50 / 25
		EL + RFEP	1	27	33 / 15 / 44 / 7
			2	26	27 / 15 / 42 / 8 / 8
			3	25	32 / 24 / 36 / 4 / 4
		Special Ed.	1	10	50 / 10 / 20 / 10 / 10
			2	10	40 / 10 / 40 / 10
			3	10	40 / 20 / 20 / 10 / 10
		Spec Ed. Speech/RSP	1	6	67 / 33
			2	6	67 / 33
			3	6	67 / 17 / 17
		Homeless	1	6	50 / 17 / 33
			2	6	17 / 67 / 17
			3	4	25 / 50 / 25
		GATE/Excel	1	9	56 / 11 / 33
			2	8	13 / 25 / 63
			3	7	29 / 29 / 43

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 5

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	84	18	32	25	15	10
			2	89	13	33	28	13	12
			3	89	13	27	26	19	15
	Teacher	Giron, C	1	31	13	35	19	23	10
			2	31	10	26	29	23	13
			3	29	14	17	28	28	14
		Pearson, E	1	24	38	25	21	8	8
			2	30	20	30	30	7	13
			3	30	20	30	23	13	13
		Ruiz, A	1	32	13	34	31	13	9
			2	32	13	41	25	9	13
			3	32	6	34	25	19	16
	Ethnicity	African American	1	15	20	33	13	20	13
			2	16		38	31	13	19
			3	16	13	6	31	38	13
		Asian	1	3		33		33	33
			2	3		33		33	33
			3	3		33	33	33	
		Filipino	1	3		67			33
			2	2		100			
			3	3			33		67
		Hispanic	1	56	20	30	29	14	7
			2	61	18	30	28	13	11
			3	59	15	34	22	14	15
		Pacific Islander	1	3		33	33	33	
			2	4			75	25	
			3	4			25	25	50
		White	1	2	50	50			
			2	1		100			
			3	2	50	50			
		Other	1	2		50	50		
			2	2		100			
			3	2		50	50		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 5

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	38	13	34	32	16	5
			2	42	12	38	26	14	10
			3	42	14	19	38	19	10
		Male	1	46	22	30	20	15	13
			2	47	15	28	30	13	15
			3	47	13	34	15	19	19
	Special Populations	Low SES	1	68	16	37	24	16	7
			2	72	13	33	28	14	13
			3	71	13	30	25	21	11
		ELL	1	15	33	40	13	13	
			2	18	39	39	6	17	
			3	16	31	44	19	6	
		RFEP	1	9		11	22	33	33
			2	11			36	18	45
			3	11			36	27	36
		EL + RFEP	1	24	21	29	17	21	13
			2	29	24	24	17	17	17
			3	27	19	26	26	15	15
		Special Ed.	1	14	57	36	7		
			2	15	47	33	7	7	7
			3	14	50	21	7	14	7
		Spec Ed. Speech/RSP	1	10	60	40			
			2	11	55	36	9		
			3	11	55	18	9	9	9
		Homeless	1	5		20	20	40	20
			2	4		25	50		25
			3	3			33	33	33
		GATE/Excel	1	27		7	33	33	26
			2	27		7	33	22	37
			3	28			29	29	43

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 6

Legend
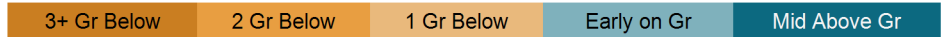
| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	All Students	All	1	88	36	14	30	14	7
			2	91	33	19	25	18	5
			3	88	33	17	25	13	13
	Teacher	Branda, T	1	33	36	15	27	12	9
			2	33	42	18	15	18	6
			3	33	27	18	27	9	18
		Walsh, G	1	64	38	14	30	14	5
			2	66	32	17	30	17	5
			3	63	38	19	22	13	8
	Ethnicity	African American	1	13	46	8	31	8	8
			2	15	40	7	33	7	13
			3	15	40	7	27	7	20
		Asian	1	1					100
			2	2	50				50
			3	2	50				50
		Hispanic	1	72	36	14	29	15	6
			2	71	32	21	25	18	3
			3	68	32	19	25	13	10
		White	1	1			100		
			2	1				100	
			3	1			100		
		Other	1	1	100				
			2	2		50		50	
			3	2		50		50	
	Gender	Female	1	45	24	18	29	22	7
			2	46	22	24	22	24	9
			3	45	24	18	24	16	18
		Male	1	43	49	9	30	5	7
			2	45	44	13	29	11	2
			3	43	42	16	26	9	7
	Special Populations	Low SES	1	67	39	13	28	12	7
			2	68	32	19	25	16	7
			3	63	30	21	22	13	14

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 6

Legend
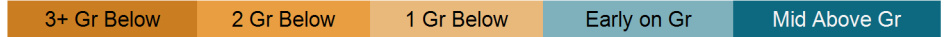
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	ELL	1	23	57 / 17 / 22 / 4
		ELL	2	24	42 / 33 / 13 / 13
		ELL	3	24	50 / 29 / 17 / 4
		RFEP	1	16	6 / 13 / 44 / 19 / 19
		RFEP	2	17	6 / 6 / 35 / 41 / 12
		RFEP	3	17	6 / 6 / 35 / 24 / 29
		EL + RFEP	1	39	36 / 15 / 31 / 10 / 8
		EL + RFEP	2	41	27 / 22 / 22 / 24 / 5
		EL + RFEP	3	41	32 / 20 / 24 / 10 / 15
		Special Ed.	1	11	82 / 18
		Special Ed.	2	15	73 / 20 / 7
		Special Ed.	3	13	69 / 23 / 8
		Spec Ed. Speech/RSP	1	10	80 / 20
		Spec Ed. Speech/RSP	2	14	71 / 21 / 7
		Spec Ed. Speech/RSP	3	12	75 / 17 / 8
		Homeless	1	6	50 / 33 / 17
		Homeless	2	5	40 / 20 / 40
		Homeless	3	5	20 / 20 / 40 / 20
		GATE/Excel	1	17	41 / 24 / 35
		GATE/Excel	2	16	6 / 25 / 50 / 19
		GATE/Excel	3	18	22 / 39 / 39

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 7

Legend
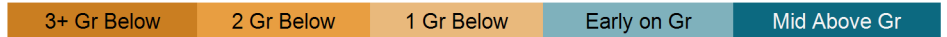
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	96	32 / 9 / 25 / 19 / 15
			2	91	25 / 13 / 19 / 23 / 20
			3	87	24 / 16 / 17 / 22 / 21
	Teacher	Branda, T	1	32	47 / 9 / 22 / 19 / 3
			2	27	37 / 7 / 22 / 19 / 15
			3	29	24 / 21 / 14 / 14 / 28
		Orantes, M	1	66	26 / 11 / 26 / 18 / 20
			2	65	22 / 15 / 17 / 25 / 22
			3	63	30 / 11 / 17 / 25 / 16
	Ethnicity	African American	1	19	53 / 21 / 11 / 16
			2	14	21 / 21 / 7 / 14 / 36
			3	14	21 / 21 / 7 / 29 / 21
		Asian	1	1	100
			2	1	100
			3	1	100
		Filipino	1	3	33 / 33 / 33
			2	3	33 / 33 / 33
			3	2	50 / 50
		Hispanic	1	71	28 / 13 / 24 / 23 / 13
			2	71	27 / 13 / 23 / 23 / 15
			3	68	26 / 13 / 19 / 21 / 21
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		Other	1	1	100
			2	1	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 7

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Gender	Female	1	45	22 / 16 / 27 / 22 / 13
			2	43	19 / 12 / 23 / 30 / 16
			3	42	21 / 12 / 24 / 26 / 17
		Male	1	50	40 / 4 / 24 / 16 / 16
			2	47	30 / 15 / 15 / 17 / 23
			3	44	25 / 20 / 11 / 18 / 25
		Nonbinary	1	1	100
			2	1	100
			3	1	100
	Special Populations	Low SES	1	72	35 / 10 / 28 / 18 / 10
			2	68	28 / 10 / 19 / 26 / 16
			3	63	29 / 14 / 16 / 24 / 17
		ELL	1	13	77 / 15 / 8
			2	14	71 / 14 / 14
			3	14	64 / 21 / 7 / 7
		RFEP	1	27	11 / 19 / 22 / 26 / 22
			2	27	22 / 7 / 37 / 15 / 19
			3	26	15 / 12 / 27 / 23 / 23
		EL + RFEP	1	40	33 / 18 / 18 / 18 / 15
			2	41	39 / 5 / 29 / 10 / 17
			3	40	33 / 15 / 18 / 18 / 18
		Special Ed.	1	3	67 / 33
			2	3	33 / 33 / 33
			3	2	50 / 50
		Spec Ed. Speech/RSP	1	2	100
			2	2	50 / 50
			3	1	100
		Foster	1	2	100
			2	2	100
			3	1	100
		Homeless	1	12	50 / 33 / 17
			2	12	42 / 8 / 33 / 17
			3	11	27 / 18 / 18 / 27 / 9

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 7

Legend
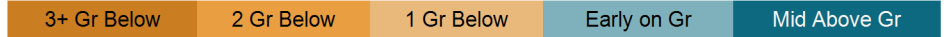
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	GATE/Excel	1	24	8 21 25 46
			2	25	8 12 36 44
			3	24	4 4 21 46 25

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 8

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	79	47 / 6 / 16 / 15 / 15
			2	86	48 / 9 / 16 / 14 / 13
			3	78	51 / 5 / 15 / 15 / 13
	Teacher	DORROUGH, M	1	59	66 / 7 / 10 / 10 / 7
			2	73	64 / 11 / 11 / 5 / 8
			3	64	70 / 6 / 11 / 6 / 6
		Miller, K	1	35	37 / 6 / 23 / 14 / 20
			2	35	37 / 3 / 23 / 23 / 14
			3	34	38 / 3 / 15 / 26 / 18
	Ethnicity	African American	1	21	52 / 10 / 10 / 19 / 10
			2	25	48 / 12 / 16 / 20 / 4
			3	21	57 / 5 / 14 / 14 / 10
		Filipino	1	2	50 / 50
			2	1	100
			3	1	100
		Hispanic	1	54	46 / 6 / 20 / 11 / 17
			2	58	48 / 9 / 17 / 10 / 16
			3	53	49 / 6 / 17 / 15 / 13
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	1	100
			3	1	100
		Other	2	1	100
			3	1	100
	Gender	Female	1	32	34 / 9 / 19 / 22 / 16
			2	41	41 / 12 / 17 / 20 / 10
			3	35	49 / 6 / 17 / 17 / 11
		Male	1	47	55 / 4 / 15 / 11 / 15
			2	45	53 / 7 / 16 / 9 / 16
			3	43	53 / 5 / 14 / 14 / 14
	Special Populations	Low SES	1	61	49 / 7 / 16 / 13 / 15
			2	67	49 / 7 / 15 / 15 / 13
			3	59	49 / 5 / 15 / 15 / 15

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2023-2024 Grade 8

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Special Populations	ELL	1	9	100
			2	10	100
			3	11	82 / 9 / 9
		RFEP	1	25	36 / 12 / 20 / 16 / 16
			2	29	41 / 10 / 21 / 14 / 14
			3	23	48 / 17 / 22 / 13
		EL + RFEP	1	34	53 / 9 / 15 / 12 / 12
			2	39	56 / 8 / 15 / 10 / 10
			3	34	59 / 3 / 15 / 15 / 9
		Special Ed.	1	10	90 / 10
			2	12	92 / 8
			3	11	82 / 9 / 9
		Spec Ed. Speech/RSP	1	9	89 / 11
			2	11	91 / 9
			3	10	80 / 10 / 10
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	16	13 / 19 / 31 / 38
			2	15	7 / 7 / 13 / 27 / 47
			3	13	8 / 23 / 38 / 31

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Robinson

Site Level Overall Performance Level Summary

15% Beginning Stage	**35%** Somewhat Developed	**41%** Moderately Developed	**10%** Well Developed

Site Level Domain Performance Level Summary

Listening

14% Beg.	62% Some/Mod.	24% Well Dev.

Speaking

8% Beg.	51% Some/Mod.	41% Well Dev.

Reading

42% Beg.	49% Some/Mod.	9% Well Dev.

Writing

16% Beg.	73% Some/Mod.	11% Well Dev.
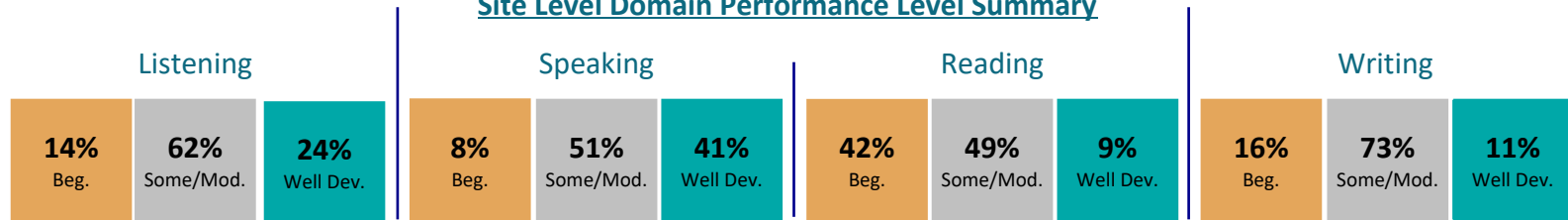
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development Beg.	Some.	Mod.	Well	Listening Beg.	Some/ Mod.	Well	Speaking Beg.	Some/ Mod.	Well	Reading Beg.	Some/ Mod.	Well	Writing Beg.	Some/ Mod.	Well
00	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	100%	0%	0%	100%	0%	0%
01	18%	29%	35%	18%	12%	65%	24%	24%	71%	6%	12%	65%	24%	29%	47%	24%
02	17%	53%	27%	3%	3%	60%	37%	13%	57%	30%	67%	27%	7%	23%	73%	3%
03	15%	25%	60%	0%	10%	85%	5%	5%	50%	45%	35%	60%	5%	15%	65%	20%
04	0%	39%	48%	13%	9%	65%	26%	0%	48%	52%	52%	43%	4%	4%	87%	9%
05	17%	22%	39%	22%	13%	57%	30%	4%	57%	39%	30%	65%	4%	13%	70%	17%
06	11%	30%	48%	11%	15%	41%	37%	4%	30%	59%	15%	63%	15%	7%	78%	7%
07	11%	28%	56%	6%	6%	78%	11%	6%	33%	56%	39%	44%	11%	6%	78%	11%
08	31%	54%	8%	8%	54%	38%	0%	15%	54%	23%	77%	15%	0%	31%	62%	0%

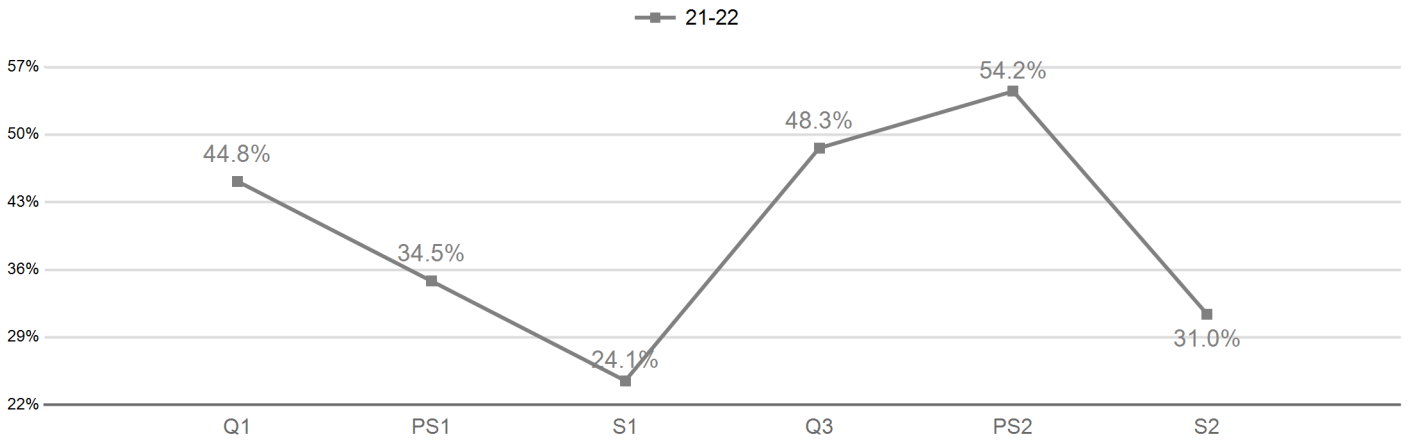Reclassifcation Criteria   ELPAC Results (CDE Site)

Robinson D/F Rate - 3 year Comparison
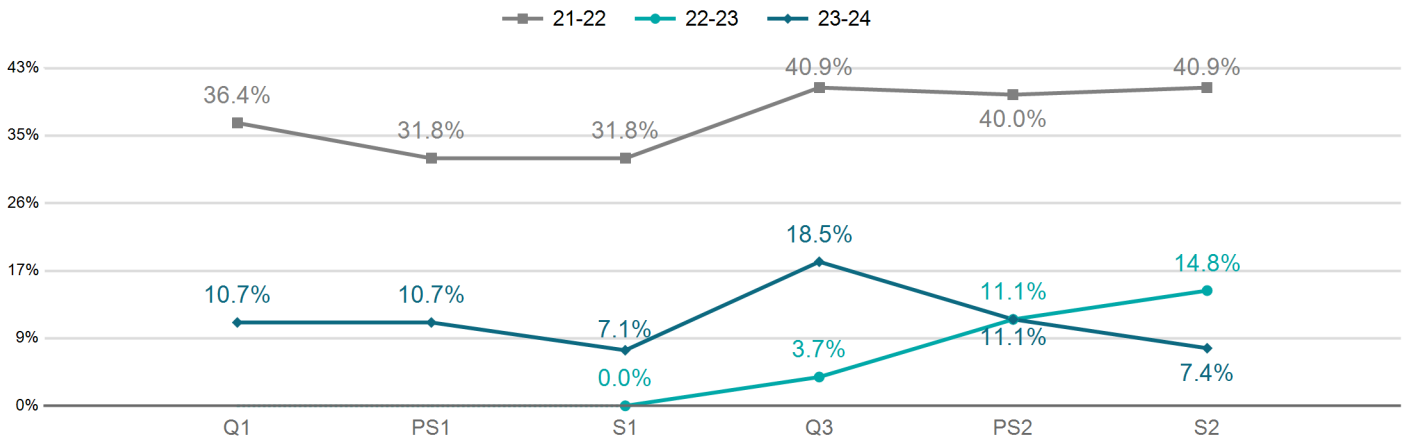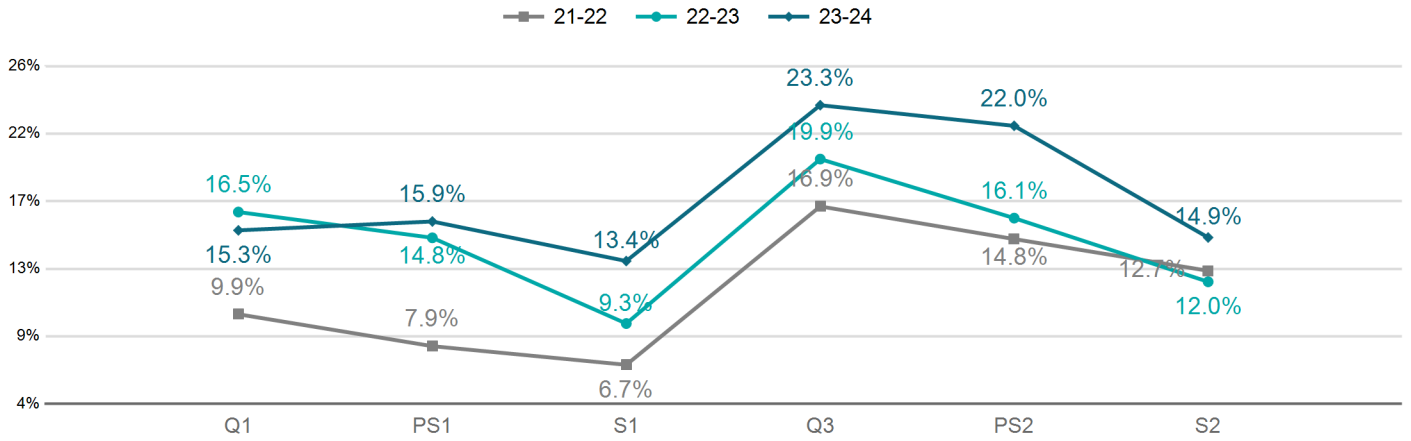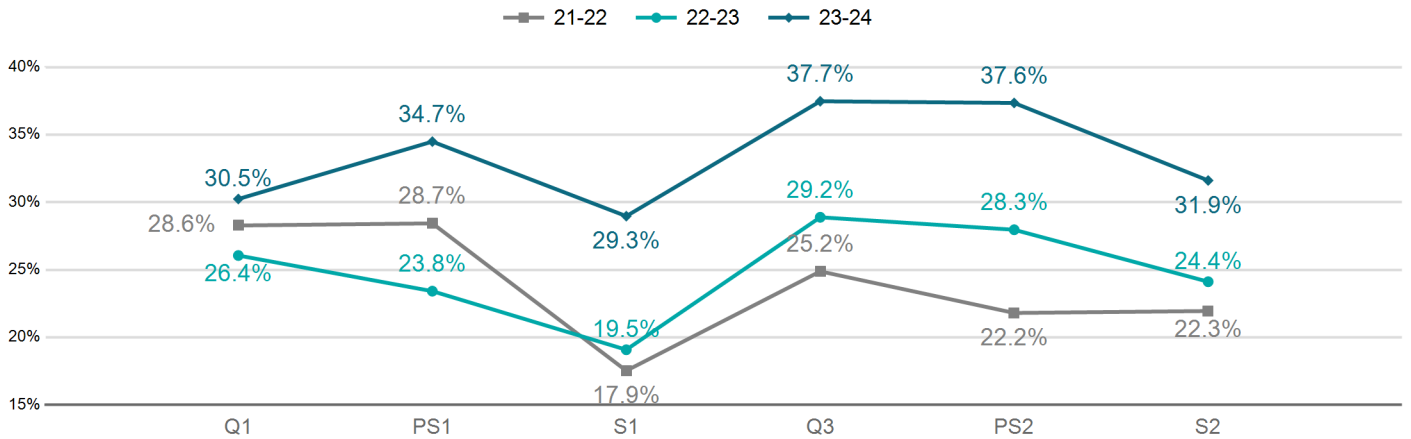
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
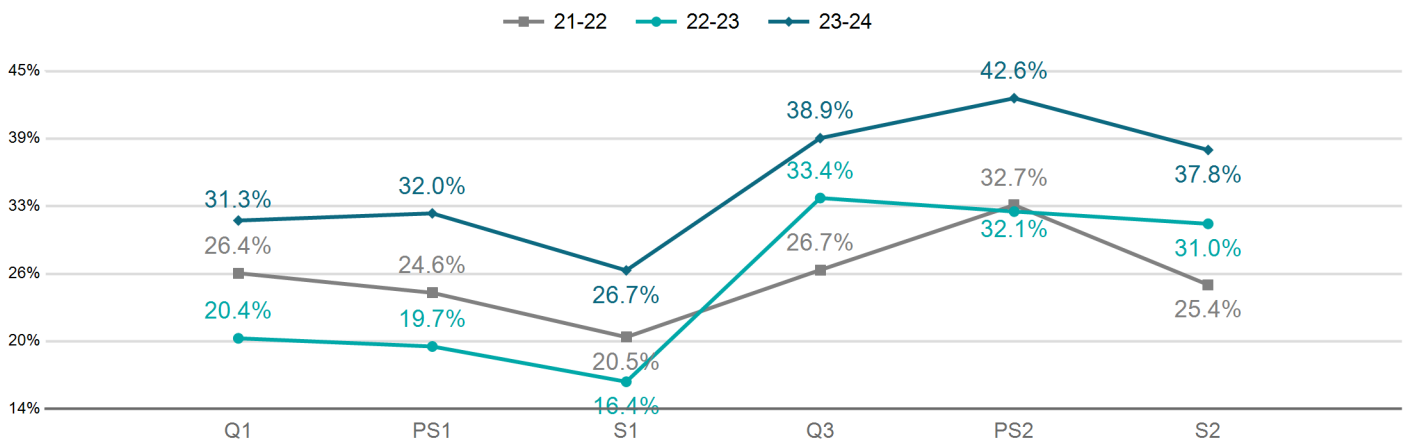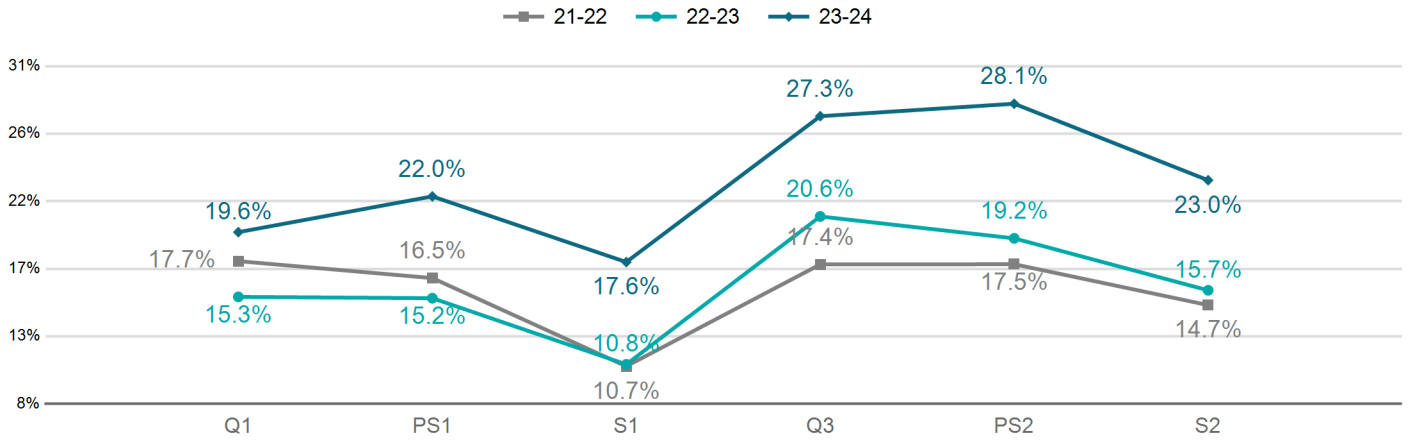
Category: All Students

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	25.6%	27.5%	23.0%	33.0%	33.6%	27.7%
21-22	21.8%	20.5%	15.0%	22.9%	22.5%	20.1%
22-23	21.2%	19.5%	15.1%	27.5%	25.5%	22.5%
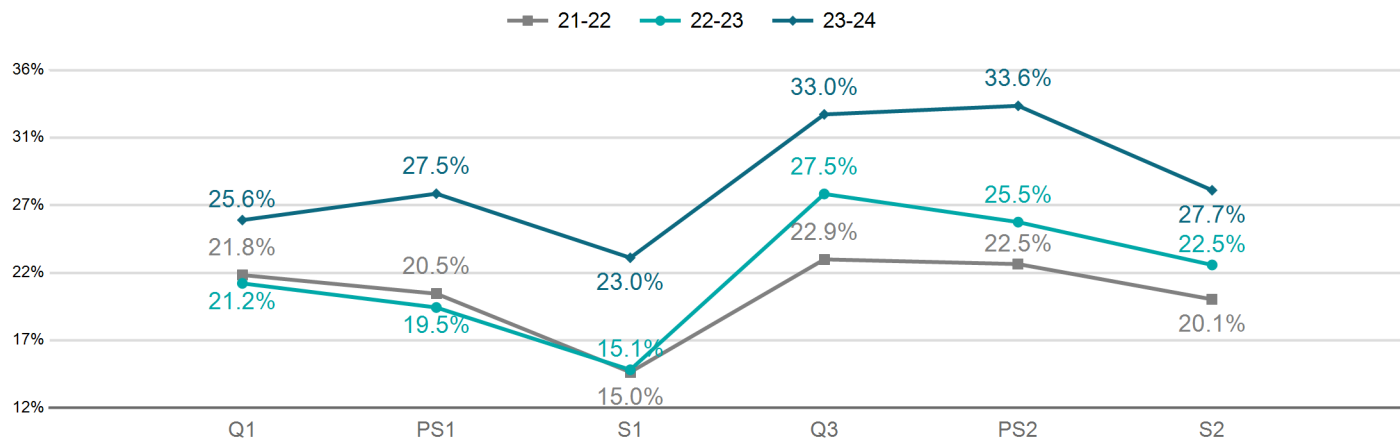
Graphs for subgroups on following pages.

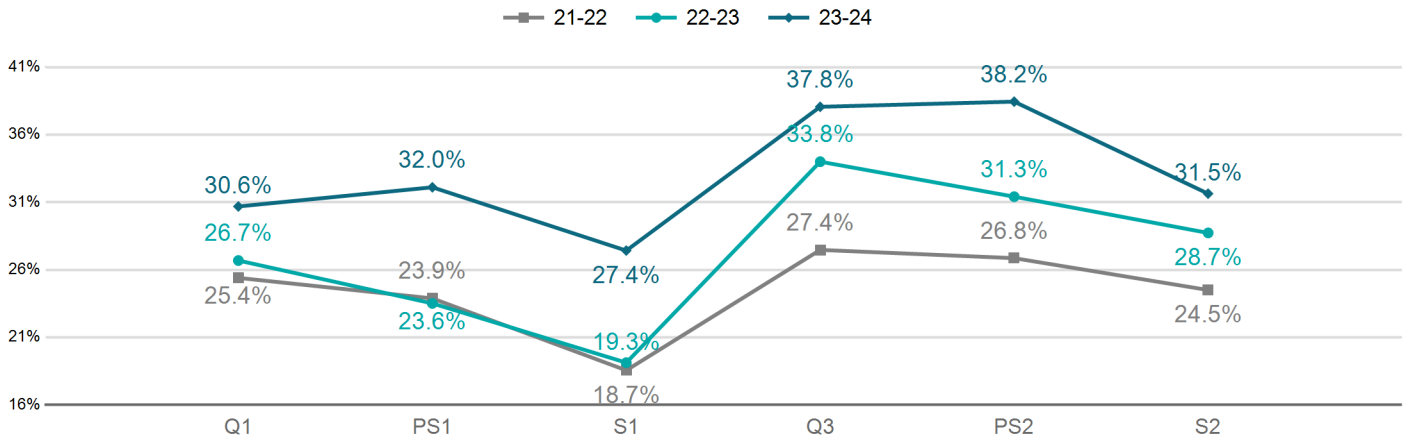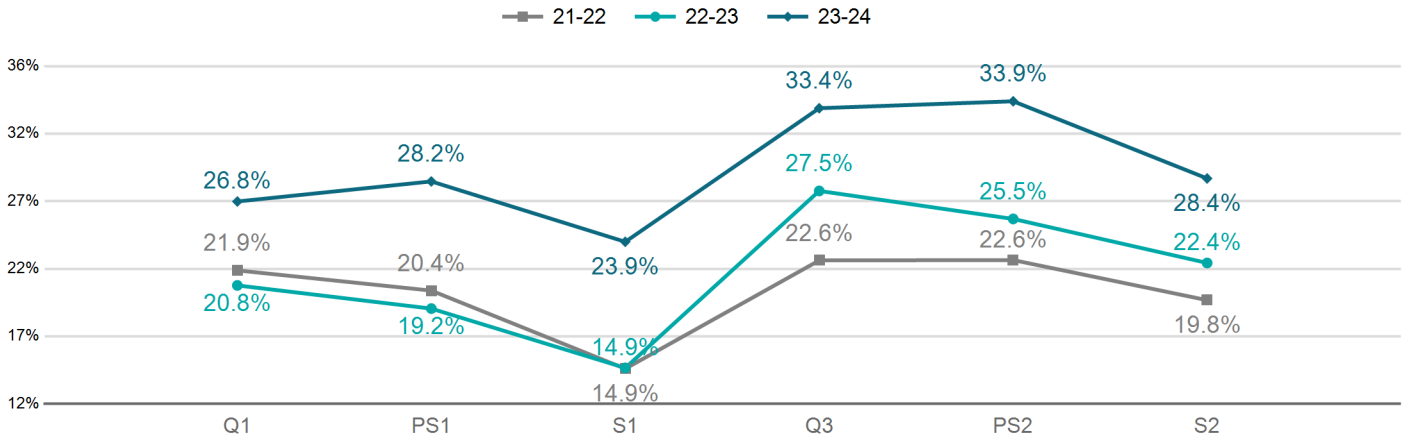# Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Ethnicity - Subgroup: African American

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	35.2%	36.0%	31.2%	42.0%	46.2%	37.1%
22-23	28.6%	26.9%	22.3%	40.0%	37.7%	34.3%
21-22	24.4%	21.3%	15.7%	25.8%	25.3%	22.1%

Category: Ethnicity - Subgroup: Asian

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	0.0%	7.1%	10.7%	3.6%	7.1%	3.6%
22-23	0.0%	0.0%	0.0%	4.3%	4.3%	4.3%
21-22	5.6%	8.3%	2.8%	0.0%	2.9%	0.0%
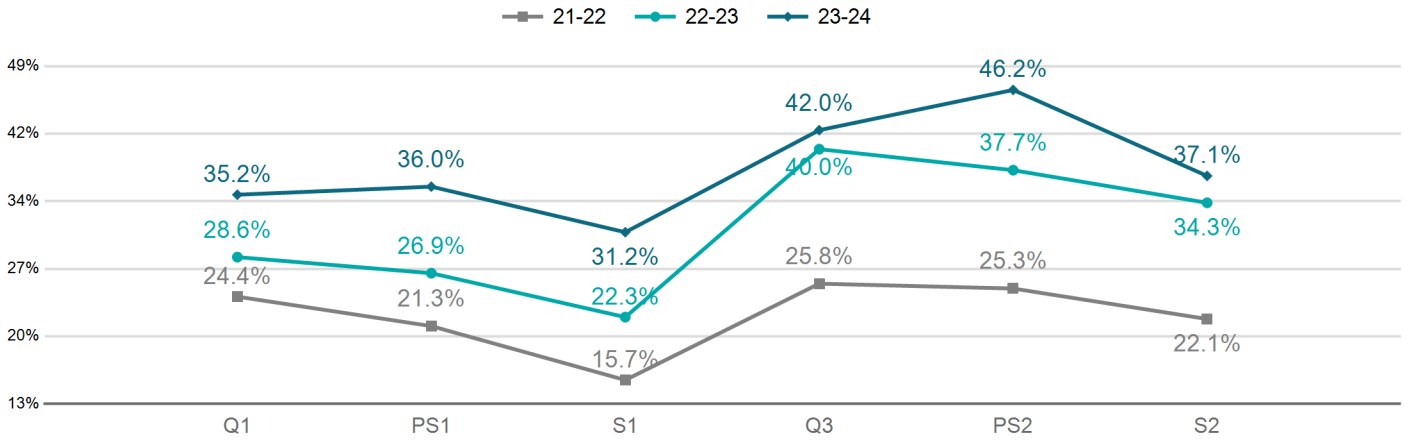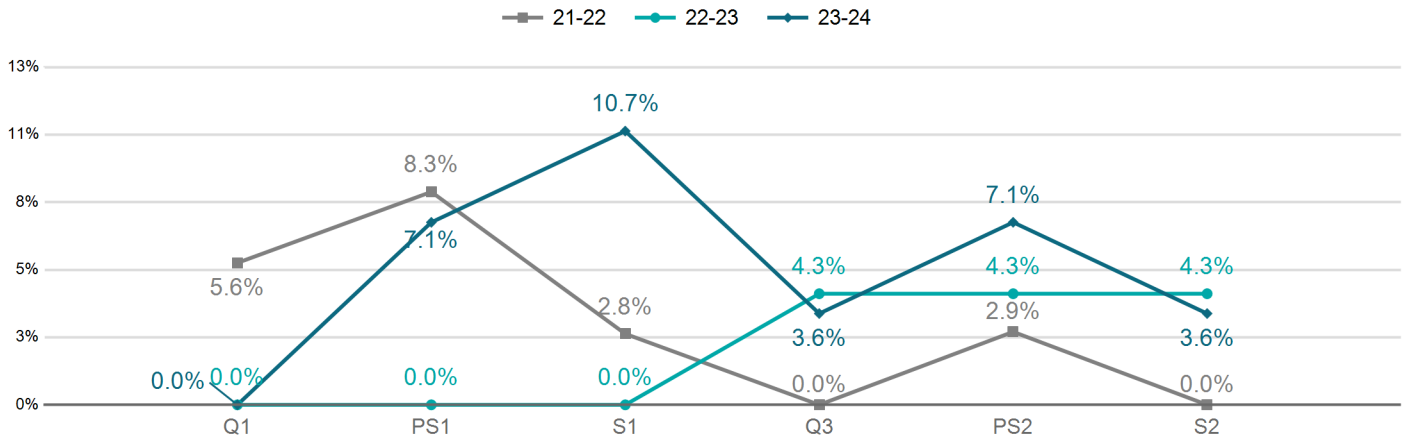
Category: Ethnicity - Subgroup: Cambodian
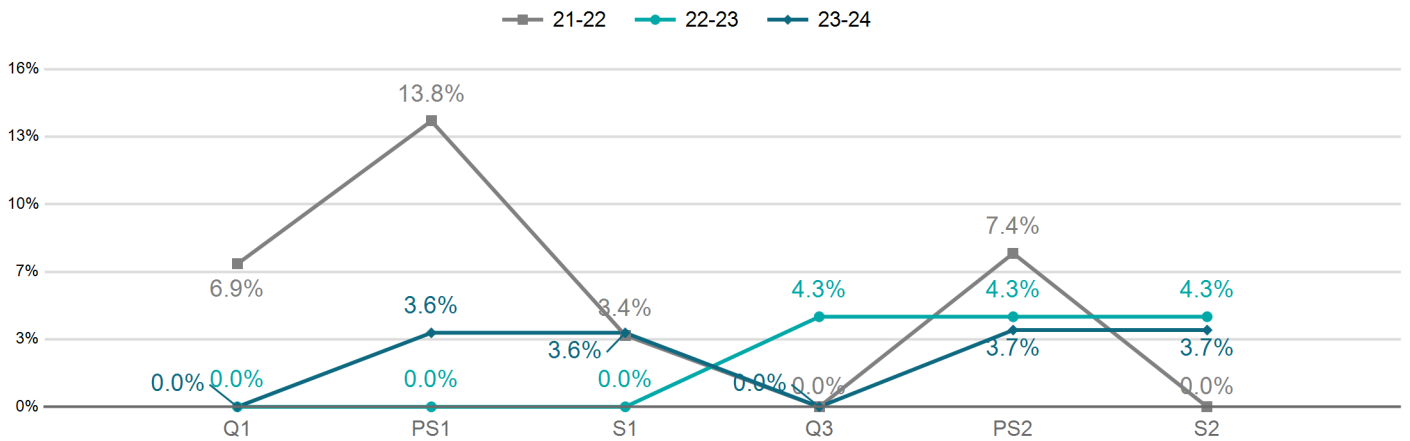
Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	6.9%	13.8%	3.4%	0.0%	7.4%	0.0%
22-23	0.0%	0.0%	0.0%	4.3%	4.3%	4.3%
23-24	0.0%	3.6%	3.6%	0.0%	3.7%	3.7%

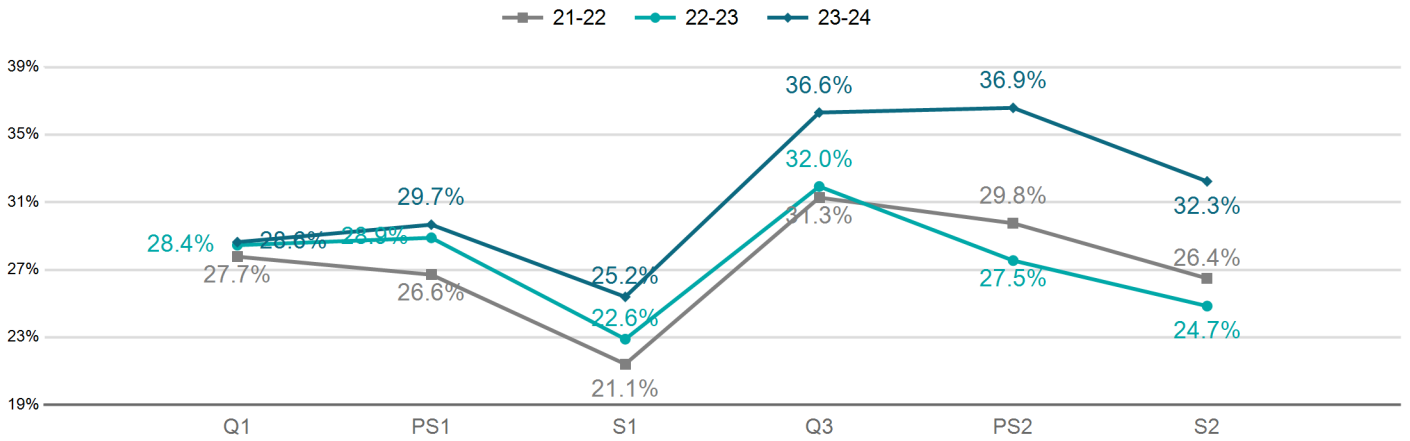# Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
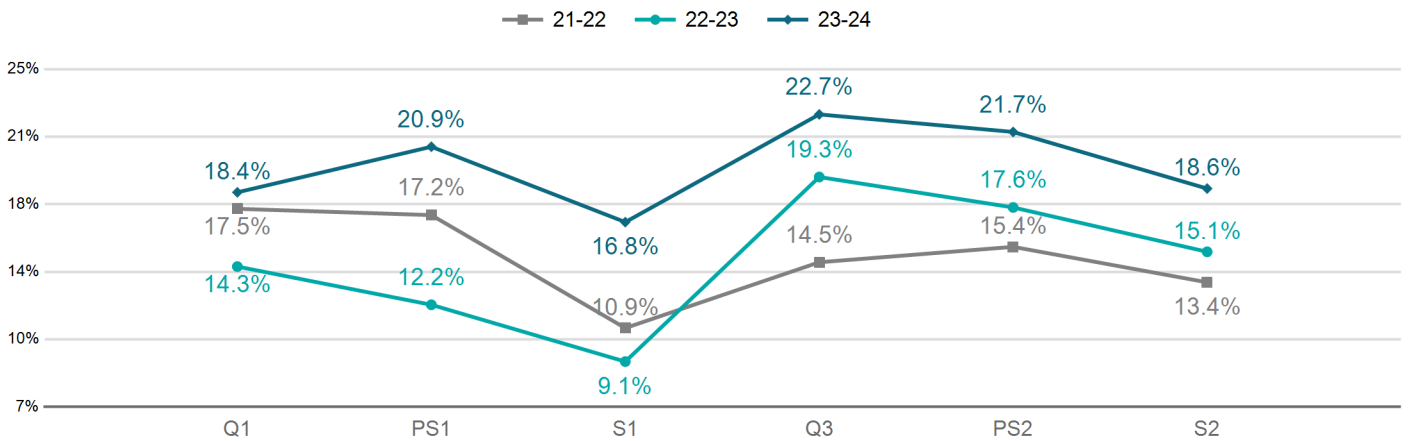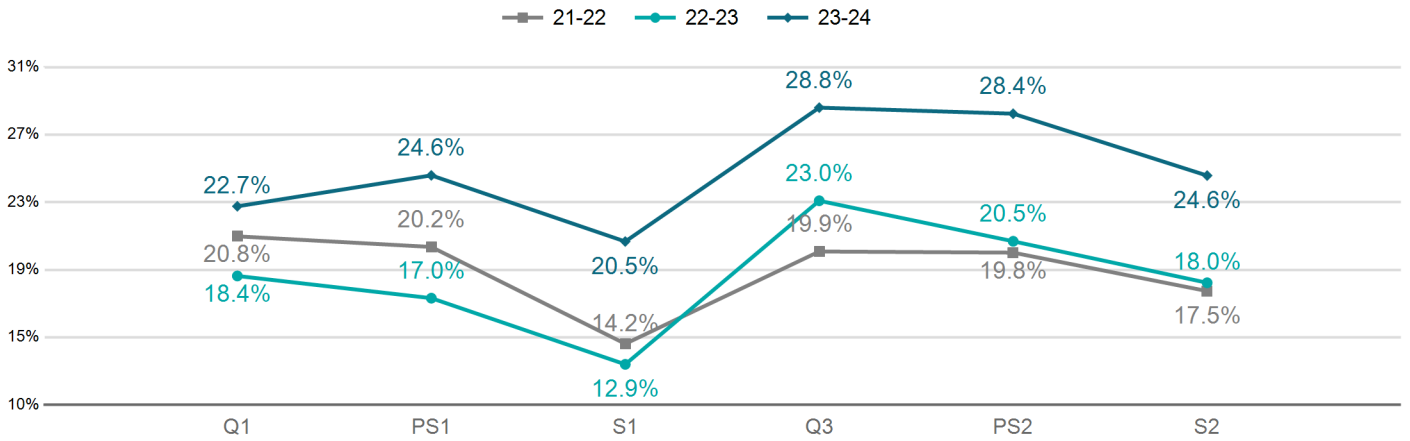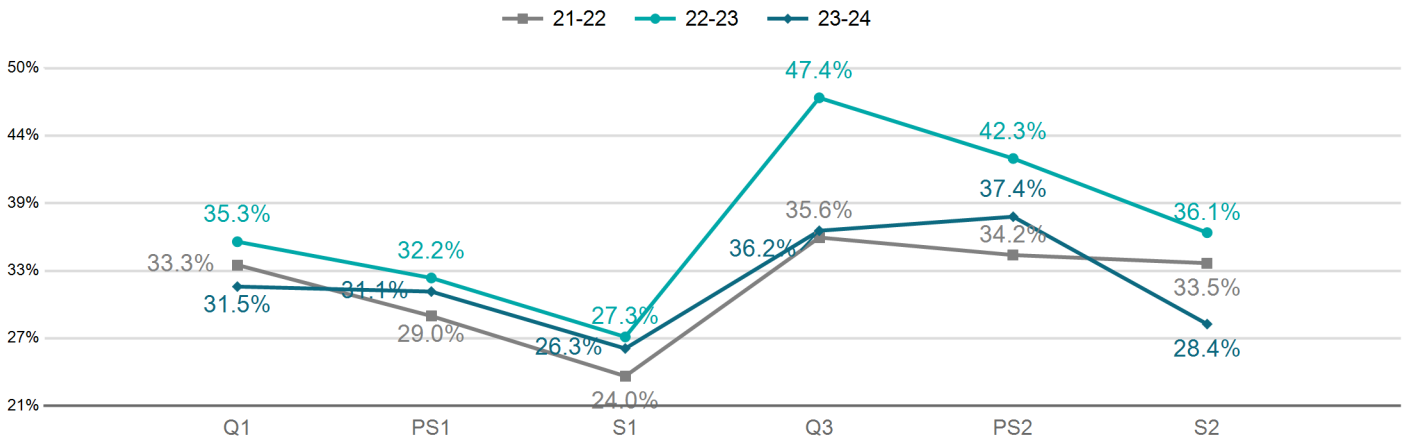
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	3.4%	13.6%	0.0%	9.1%	4.5%	0.0%
22-23	10.7%	7.1%	10.7%	22.9%	20.0%	14.3%
23-24	7.5%	9.4%	5.7%	15.1%	17.0%	11.3%
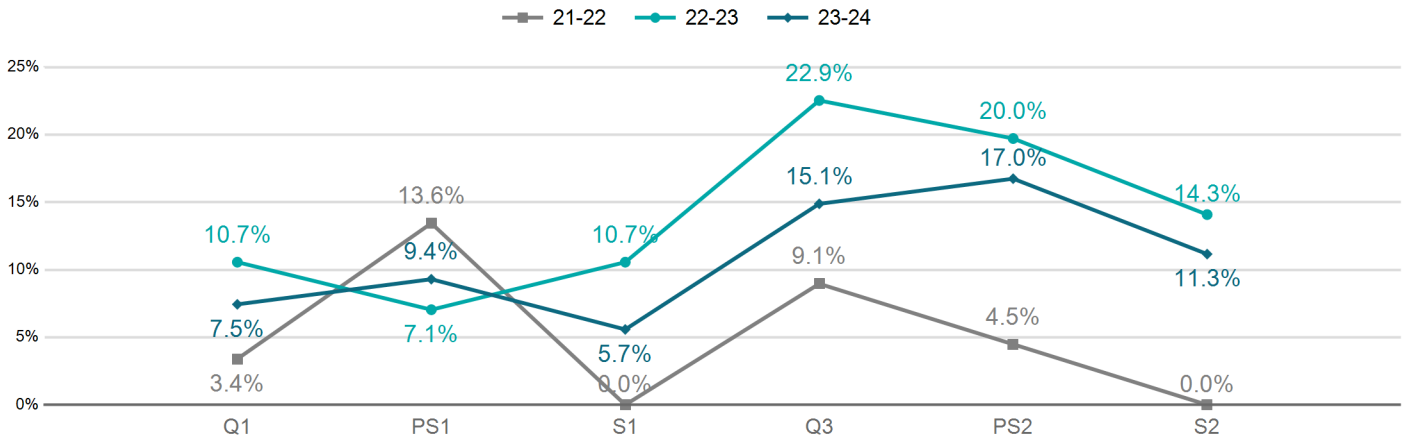
Category: Ethnicity - Subgroup: Hispanic

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	21.3%	20.3%	15.0%	22.1%	21.8%	19.8%
22-23	19.6%	17.9%	13.4%	24.2%	22.0%	19.1%
23-24	23.9%	26.2%	21.7%	31.9%	31.6%	26.5%
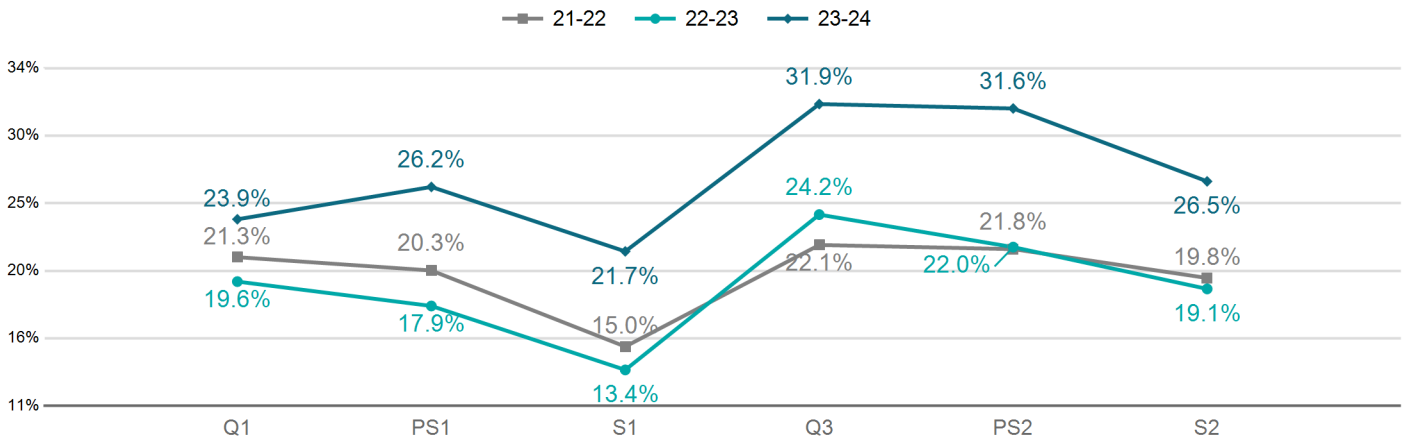
Category: Ethnicity - Subgroup: Pacific Islander

Report Name:Grades - DF_Rate_by_Term - ARC Report GRD01-TERM
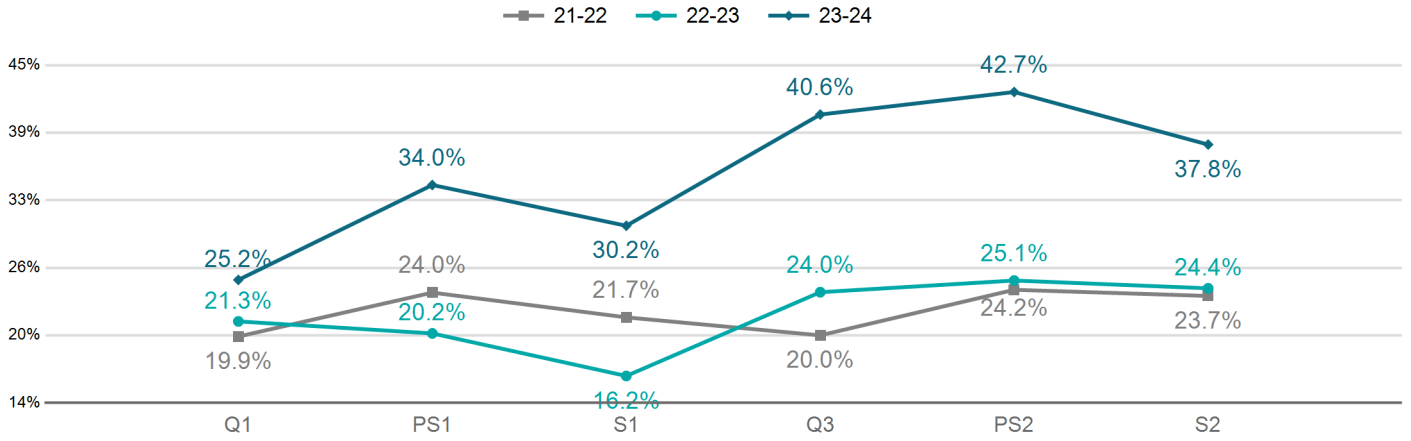
Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Legend: 21-22, 22-23

	Q1	PS1	S1	Q3	PS2	S2
21-22	10.7%	10.7%	3.6%	14.3%	15.4%	14.3%
22-23	4.8%	4.8%	4.8%	10.0%	10.0%	5.0%

Category: Ethnicity - Subgroup: White

Legend: 21-22

	Q1	PS1	S1	Q3	PS2	S2
21-22	44.8%	34.5%	24.1%	48.3%	54.2%	31.0%

Category: Ethnicity - Subgroup: Other

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	36.4%	31.8%	31.8%	40.9%	40.0%	40.9%
22-23			0.0%	3.7%	11.1%	14.8%
23-24	10.7%	10.7%	7.1%	18.5%	11.1%	7.4%

Report Name:Grades - DF_Rate_by_Term - ARC Report GRD01-TERM
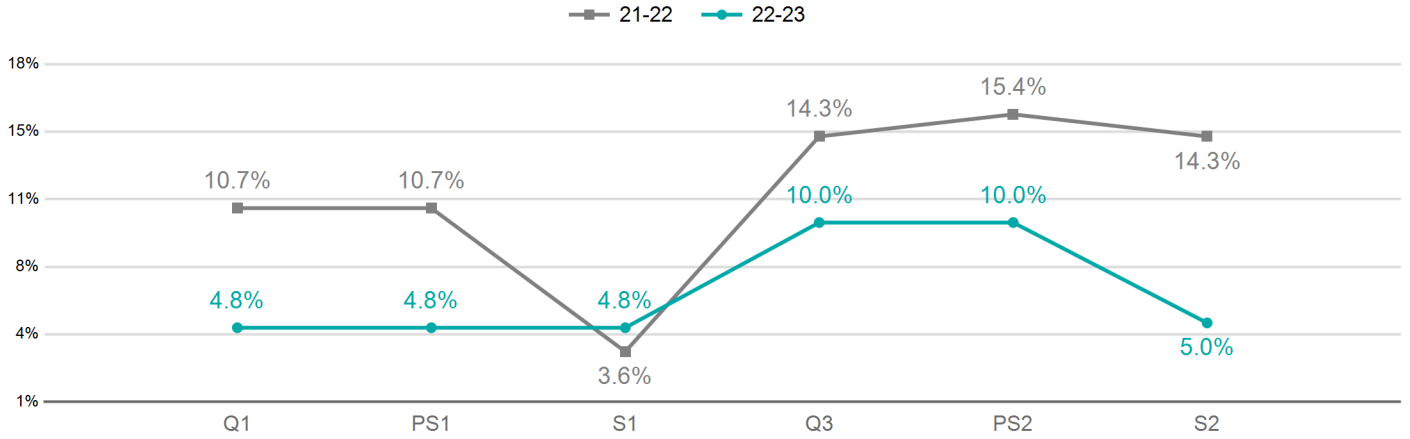
Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

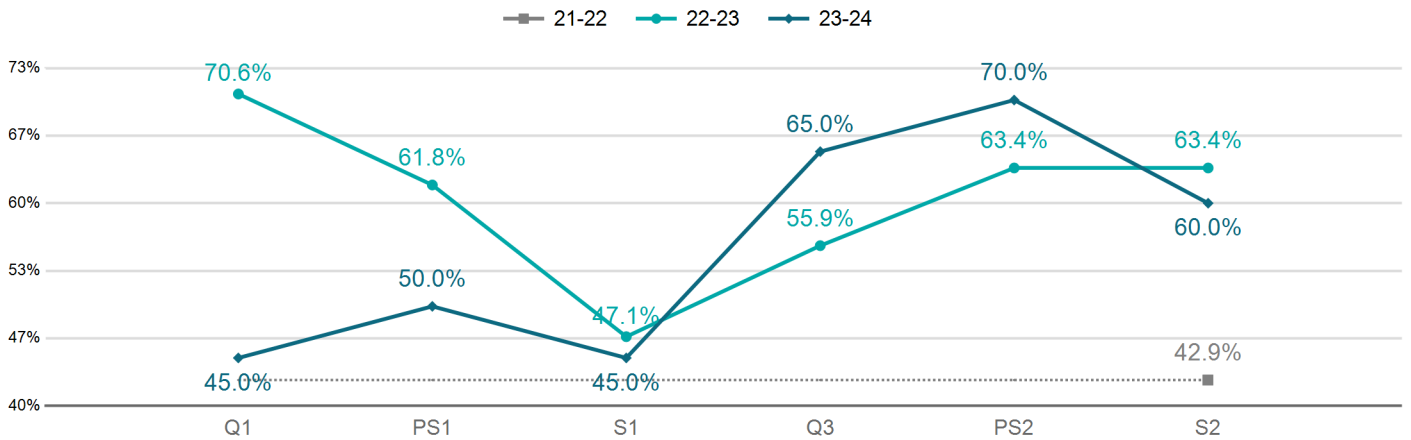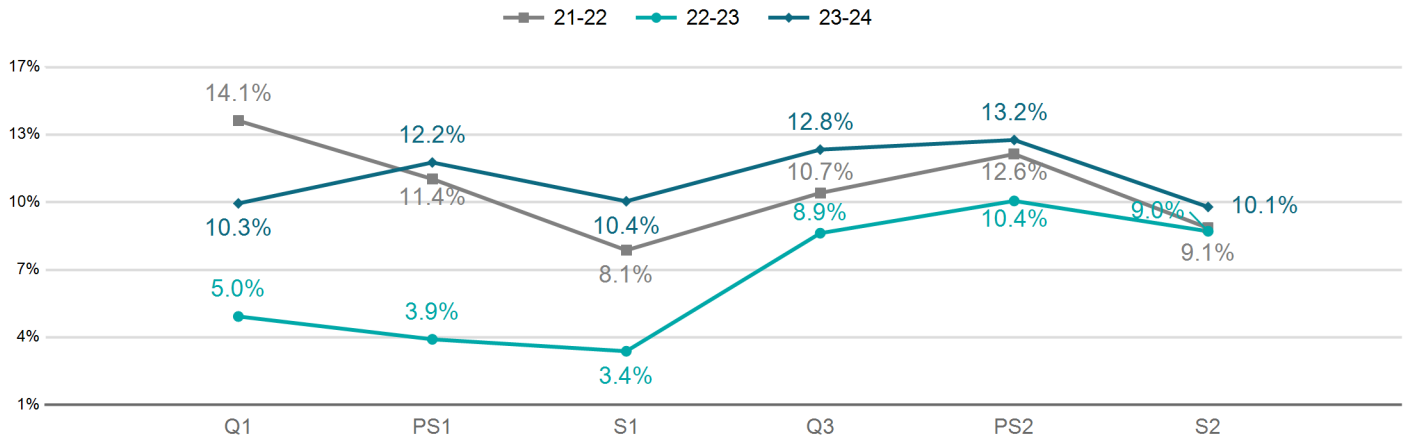**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 06

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	9.9%	7.9%	6.7%	16.9%	14.8%	13.0%
22-23	16.5%	14.8%	9.3%	19.9%	16.1%	12.0%
23-24	15.3%	15.9%	13.4%	23.3%	22.0%	14.9%
						12.7%

Category: Grade - Subgroup: Gr. 07

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	28.6%	28.7%	17.9%	25.2%	22.2%	22.3%
22-23	26.4%	23.8%	19.5%	29.2%	28.3%	24.4%
23-24	30.5%	34.7%	29.3%	37.7%	37.6%	31.9%

Category: Grade - Subgroup: Gr. 08

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	26.4%	24.6%	20.5%	26.7%	32.7%	25.4%
22-23	20.4%	19.7%	16.4%	33.4%	32.1%	31.0%
23-24	31.3%	32.0%	26.7%	38.9%	42.6%	37.8%

Report Name:Grades - DF_Rate_by_Term - ARC Report GRD01-TERM

Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female

Legend: ■ 21-22 ● 22-23 ◆ 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	17.7%	16.5%	10.7%	17.4%	17.5%	14.7%
22-23	15.3%	15.2%	10.8%	20.6%	19.2%	15.7%
23-24	19.6%	22.0%	17.6%	27.3%	28.1%	23.0%

Category: Gender - Subgroup: Male

Legend: ■ 21-22 ● 22-23 ◆ 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	25.4%	23.9%	18.7%	27.4%	26.8%	24.5%
22-23	26.7%	23.6%	19.3%	33.8%	31.3%	28.7%
23-24	30.6%	32.0%	27.4%	37.8%	38.2%	31.5%

Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: Low SES

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	26.8%	28.2%	23.9%	33.4%	33.9%	28.4%
22-23	20.8%	19.2%	14.9%	27.5%	25.5%	22.4%
21-22	21.9%	20.4%	14.9%	22.6%	22.6%	19.8%

Category: Special Populations - Subgroup: ELL

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	28.4%	29.7%	25.2%	36.6%	36.9%	32.3%
22-23	28.8%	28.9%	22.6%	32.0%	27.5%	24.7%
21-22	27.7%	26.6%	21.1%	31.3%	29.8%	26.4%

Category: Special Populations - Subgroup: RFEP

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
23-24	18.4%	20.9%	16.8%	22.7%	21.7%	18.6%
22-23	14.3%	12.2%	9.1%	19.3%	17.6%	15.1%
21-22	17.5%	17.2%	10.9%	14.5%	15.4%	13.4%

Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	20.8%	20.2%	14.2%	19.9%	19.8%	17.5%
22-23	18.4%	17.0%	12.9%	23.0%	20.5%	18.0%
23-24	22.7%	24.6%	20.5%	28.8%	28.4%	24.6%

Category: Special Populations - Subgroup: Special Ed.

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	33.3%	29.0%	24.0%	36.2%	34.2%	33.5%
22-23	35.3%	32.2%	27.3%	47.4%	42.3%	36.1%
23-24	31.5%	31.1%	26.3%	35.6%	37.4%	28.4%

Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	33.3%	29.0%	24.0%	35.6%	34.2%	33.5%
22-23	35.3%	32.2%	27.3%	47.4%	41.3%	34.8%
23-24	39.0%	38.5%	33.3%	44.3%	46.9%	32.8%
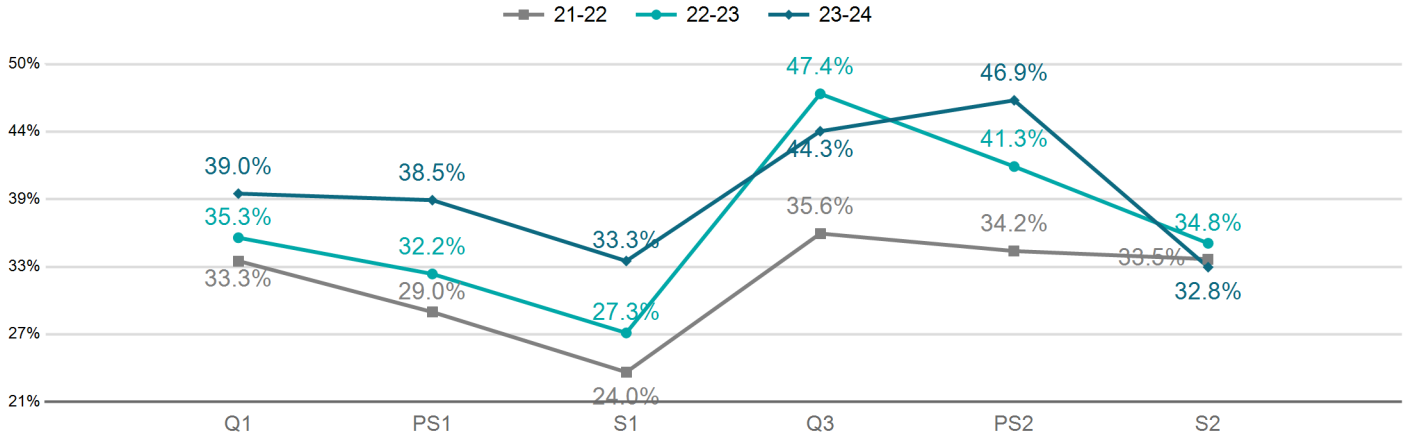
Category: Special Populations - Subgroup: Homeless/Foster

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	19.9%	24.0%	21.7%	20.0%	24.2%	23.7%
22-23	21.3%	20.2%	16.2%	24.0%	25.1%	24.4%
23-24	25.2%	34.0%	30.2%	40.6%	42.7%	37.8%

Category: Special Populations - Subgroup: Foster

Legend: 21-22, 22-23, 23-24

	Q1	PS1	S1	Q3	PS2	S2
21-22	45.0%		45.0%			42.9%
22-23	70.6%	61.8%	47.1%	55.9%	63.4%	63.4%
23-24		50.0%		65.0%	70.0%	60.0%

Category: Special Populations - Subgroup: Homeless

Report Name:Grades - DF_Rate_by_Term - ARC Report GRD01-TERM

Robinson D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Legend: 21-22, 22-23, 23-24

Term	21-22	22-23	23-24
Q1	21.6%	12.1%	22.1%
PS1	25.8%	12.7%	31.5%
S1	23.3%	10.6%	27.9%
Q3	20.5%	18.5%	36.6%
PS2	21.2%	17.3%	38.2%
S2	20.9%	16.4%	34.1%
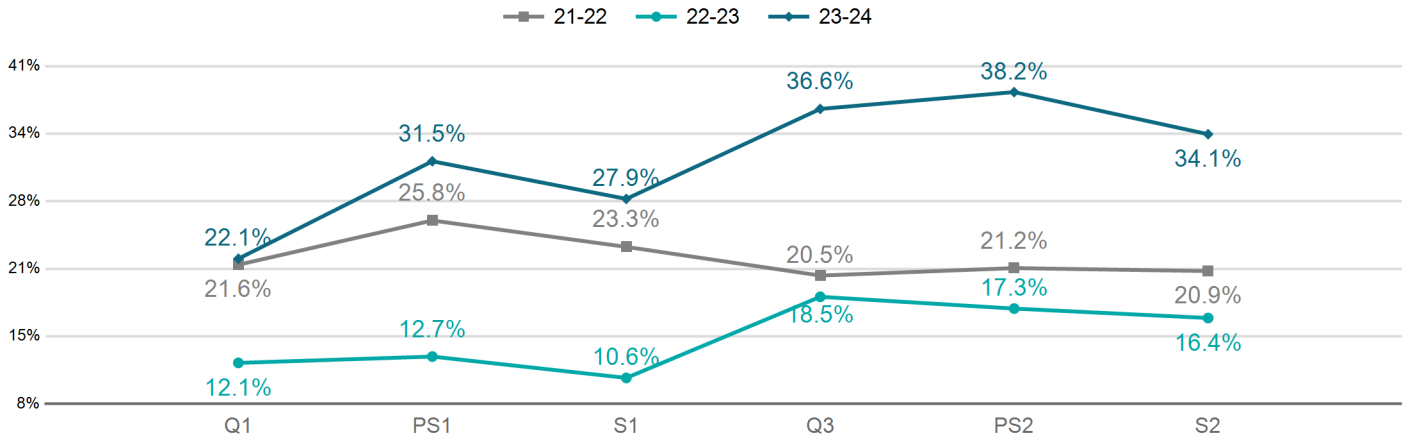
Category: Special Populations - Subgroup: GATE/Excel

Legend: 21-22, 22-23, 23-24

Term	21-22	22-23	23-24
Q1	14.1%	5.0%	10.3%
PS1	11.4%	3.9%	12.2%
S1	8.1%	3.4%	10.4%
Q3	10.7%	8.9%	12.8%
PS2	12.6%	10.4%	13.2%
S2	9.1%	9.0%	10.1%

Grade Distribution - Robinson
2023-2024 S2

Legend

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category	1 or more D or F
All Students	304	304	27 / 18 / 7 / 11 / 37	63.2%
Grade	Gr. 06	107	7 / 18 / 7 / 19 / 49	51.4%
	Gr. 07	101	32 / 15 / 10 / 7 / 37	63.4%
	Gr. 08	96	44 / 22 / 4 / 6 / 24	76.0%
Ethnicity	African American	65	40 / 18 / 6 / 9 / 26	73.8%
	Asian	4	25 / 75	25.0%
	Cambodian	4	25 / 75	25.0%
	Filipino	8	13 / 13 / 13 / 63	37.5%
	Hispanic	219	25 / 20 / 8 / 10 / 38	62.1%
	Pacific Islander	2	100	0.0%
	White	2	50 / 50	100.0%
	Other	4	50 / 50	50.0%
Gender	Female	144	19 / 21 / 5 / 12 / 43	56.9%
	Male	159	33 / 16 / 9 / 10 / 31	68.6%
	Nonbinary	1	100	100.0%
Special Populations	Low SES	227	27 / 18 / 8 / 11 / 36	63.9%
	ELL	58	31 / 24 / 5 / 9 / 31	69.0%
	RFEP	75	21 / 13 / 3 / 12 / 51	49.3%
	EL + RFEP	133	26 / 18 / 4 / 11 / 42	57.9%
	Special Ed.	39	28 / 15 / 8 / 10 / 38	61.5%
	Spec Ed. Speech/RSP	28	32 / 21 / 11 / 14 / 21	78.6%
	Homeless/Foster	21	33 / 10 / 14 / 10 / 33	66.7%
	Foster	3	67 / 33	100.0%
	Homeless	18	28 / 11 / 17 / 6 / 39	61.1%
	GATE/Excel	60	7 / 8 / 3 / 15 / 67	33.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Grade Distribution - Robinson
2023-2024 PS2

Legend

2+ Fs	
1 F	
2+ Ds no Fs	
1 D no Fs	
No Ds or Fs	

Category		Student Count	Percent by Category					1 or more D or F
All Students	305	305	36	18	8	8	30	70.2%
Grade	Gr. 06	107	14	21	12	13	39	60.7%
	Gr. 07	103	44	15	6	9	27	72.8%
	Gr. 08	95	54	17	6	1	22	77.9%
Ethnicity	African American	66	52	14	9	9	17	83.3%
	Asian	4				50	50	50.0%
	Cambodian	4				25	75	25.0%
	Filipino	8	25		13	13	50	50.0%
	Hispanic	219	34	19	8	7	32	68.0%
	Pacific Islander	2					100	0.0%
	White	2	50	50				100.0%
	Other	4		25	25		50	50.0%
Gender	Female	144	28	19	8	8	37	63.2%
	Male	160	44	16	8	8	24	76.3%
	Nonbinary	1	100					100.0%
Special Populations	Low SES	226	34	20	8	7	31	69.5%
	ELL	59	49	10	7	7	27	72.9%
	RFEP	74	23	18	7	5	47	52.7%
	EL + RFEP	133	35	14	7	6	38	61.7%
	Special Ed.	38	42	8	18	3	29	71.1%
	Spec Ed. Speech/RSP	28	54	11	25		11	89.3%
	Homeless/Foster	21	38	14	10	10	29	71.4%
	Foster	3	67		33			100.0%
	Homeless	18	33	17	6	11	33	66.7%
	GATE/Excel	60	15	7	7	12	60	40.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 12/6/2024

Grade Distribution - Robinson
2023-2024 Q3

Legend	
2+ Fs	
1 F	
2+ Ds no Fs	
1 D no Fs	
No Ds or Fs	

Category		Student Count	Percent by Category	1 or more D or F
All Students	307	307	35 / 23 / 5 / 11 / 26	73.9%
Grade	Gr. 06	107	13 / 28 / 8 / 19 / 32	68.2%
	Gr. 07	103	42 / 17 / 4 / 9 / 28	71.8%
	Gr. 08	97	52 / 25 / 2 / 4 / 18	82.5%
Ethnicity	African American	67	46 / 24 / 4 / 7 / 18	82.1%
	Asian	4	25 / 75	25.0%
	Cambodian	4	100	0.0%
	Filipino	8	25 / 13 / 63	37.5%
	Hispanic	220	33 / 25 / 5 / 11 / 26	74.1%
	Pacific Islander	2	100	0.0%
	White	2	50 / 50	100.0%
	Other	4	25 / 25 / 25 / 25	75.0%
Gender	Female	146	27 / 24 / 4 / 12 / 33	67.1%
	Male	160	42 / 23 / 6 / 9 / 20	80.0%
	Nonbinary	1	100	100.0%
Special Populations	Low SES	230	34 / 25 / 4 / 10 / 26	73.9%
	ELL	58	38 / 24 / 3 / 14 / 21	79.3%
	RFEP	74	23 / 24 / 5 / 9 / 38	62.2%
	EL + RFEP	132	30 / 24 / 5 / 11 / 30	69.7%
	Special Ed.	38	34 / 24 / 11 / 5 / 26	73.7%
	Spec Ed. Speech/RSP	28	43 / 32 / 14 / 4 / 7	92.9%
	Homeless/Foster	22	41 / 18 / 5 / 9 / 27	72.7%
	Foster	4	75 / 25	100.0%
	Homeless	18	33 / 17 / 6 / 11 / 33	66.7%
	GATE/Excel	61	13 / 10 / 3 / 16 / 57	42.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Grade Distribution - Robinson
2023-2024 S1

Legend

2+ Fs	
1 F	
2+ Ds no Fs	
1 D no Fs	
No Ds or Fs	

Category		Student Count	Percent by Category (2+ Fs / 1 F / 2+ Ds no Fs / 1 D no Fs / No Ds or Fs)					1 or more D or F
All Students	307	307	18	22	6	17	37	63.2%
Grade	Gr. 06	104	4	14	10	24	48	51.9%
	Gr. 07	106	27	19	4	17	33	67.0%
	Gr. 08	97	23	34	5	9	29	71.1%
Ethnicity	African American	67	31	22	4	12	30	70.1%
	Asian	4			25	25	50	50.0%
	Cambodian	4				25	75	25.0%
	Filipino	8		13			88	12.5%
	Hispanic	220	15	24	7	19	36	64.1%
	Pacific Islander	2					100	0.0%
	White	2		50			50	50.0%
	Other	4				50	50	50.0%
Gender	Female	144	13	19	6	18	44	56.3%
	Male	162	22	25	6	16	31	69.1%
	Nonbinary	1	100					100.0%
Special Populations	Low SES	228	20	22	6	19	34	66.2%
	ELL	60	13	23	13	18	32	68.3%
	RFEP	73	14	18	5	18	45	54.8%
	EL + RFEP	133	14	20	9	18	39	60.9%
	Special Ed.	39	15	28	8	13	36	64.1%
	Spec Ed. Speech/RSP	28	21	32	11	18	18	82.1%
	Homeless/Foster	23	35	13	4	17	30	69.6%
	Foster	4	50	25			25	75.0%
	Homeless	19	32	11	5	21	32	68.4%
	GATE/Excel	61	5	11	3	23	57	42.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Grade Distribution - Robinson
2023-2024 PS1

Legend

Color	Category
	2+ Fs
	1 F
	2+ Ds no Fs
	1 D no Fs
	No Ds or Fs

Category		Student Count	Percent by Category (2+ Fs / 1 F / 2+ Ds no Fs / 1 D no Fs / No Ds or Fs)					1 or more D or F
All Students	303	303	24	22	8	17	29	71.3%
Grade	Gr. 06	102	2	20	12	25	41	58.8%
	Gr. 07	105	33	17	7	15	28	72.4%
	Gr. 08	96	38	30	4	11	17	83.3%
Ethnicity	African American	69	39	16	10	14	20	79.7%
	Asian	4				50	50	50.0%
	Cambodian	4				25	75	25.0%
	Filipino	8		13		13	75	25.0%
	Hispanic	214	21	25	7	18	28	72.0%
	Pacific Islander	2					100	0.0%
	White	2	50				50	50.0%
	Other	4		25		25	50	50.0%
Gender	Female	142	22	16	8	17	37	63.4%
	Male	160	26	28	7	18	22	78.1%
	Nonbinary	1	100					100.0%
Special Populations	Low SES	228	26	23	6	17	28	71.9%
	ELL	54	22	26	11	19	22	77.8%
	RFEP	73	18	19	5	19	38	61.6%
	EL + RFEP	127	20	22	8	19	31	68.5%
	Special Ed.	36	33	19	8	6	33	66.7%
	Spec Ed. Speech/RSP	27	41	26	11	7	15	85.2%
	Homeless/Foster	23	43	4	9	17	26	73.9%
	Foster	4	75			25		100.0%
	Homeless	19	37	5	11	16	32	68.4%
	GATE/Excel	61	7	21		21	51	49.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 12/6/2024

Grade Distribution - Robinson
2023-2024 Q1

Legend
- 2+ Fs
- 1 F
- 2+ Ds no Fs
- 1 D no Fs
- No Ds or Fs

Category		Student Count	Percent by Category	1 or more D or F
All Students	309	309	26 · 18 · 8 · 13 · 35	65.4%
Grade	Gr. 06	104	5 · 16 · 14 · 18 · 46	53.8%
	Gr. 07	106	32 · 15 · 4 · 14 · 35	65.1%
	Gr. 08	99	42 · 22 · 7 · 6 · 22	77.8%
Ethnicity	African American	73	42 · 16 · 8 · 11 · 22	78.1%
	Asian	4	100	0.0%
	Cambodian	4	100	0.0%
	Filipino	8	13 · 88	12.5%
	Hispanic	216	23 · 18 · 9 · 14 · 36	64.4%
	Pacific Islander	2	50 · 50	50.0%
	White	2	50 · 50	100.0%
	Other	4	50 · 50	50.0%
Gender	Female	142	18 · 20 · 6 · 13 · 42	57.7%
	Male	166	33 · 16 · 10 · 13 · 28	71.7%
	Nonbinary	1	100	100.0%
Special Populations	Low SES	233	28 · 18 · 8 · 14 · 33	67.4%
	ELL	54	28 · 19 · 11 · 19 · 24	75.9%
	RFEP	73	16 · 19 · 5 · 14 · 45	54.8%
	EL + RFEP	127	21 · 19 · 8 · 16 · 36	63.8%
	Special Ed.	38	29 · 26 · 11 · 5 · 29	71.1%
	Spec Ed. Speech/RSP	28	36 · 32 · 11 · 7 · 14	85.7%
	Homeless/Foster	25	32 · 24 · 4 · 40	60.0%
	Foster	4	50 · 25 · 25	75.0%
	Homeless	21	29 · 24 · 5 · 43	57.1%
	GATE/Excel	61	7 · 10 · 8 · 18 · 57	42.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 12/6/2024

LONG BEACH
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School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ˅

Robinson K-8 Academy ˅

If ATSI, identify subgroups:

☐ African-American	☐ Foster Youth	☐ Socioeconomically Disadvantaged
☐ American Indian	☐ Hispanic	☑ Students with Disabilities
☐ Asian-American	☐ Homeless	☐ Two or More Races
☐ English Learner	☐ Pacific Islander	☐ White
☐ Filipino		

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.
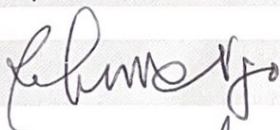
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.
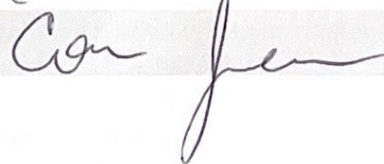
Date Approved by SSC   11|19|24

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA**. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved**. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.

- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.

- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.

- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.

- **Classroom Visits**: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.

- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.

- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Jackie Robinson K-8 Academy
2024 - 2025 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 _____

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Jackie Robinson K-8 Academy
2024-2025 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 contínua.
- 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 _____

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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:

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• 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

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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

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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).

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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;

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- 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 09/24/2024 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, 2024. 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 Gía 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.

• Acuerda 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

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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

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● 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

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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

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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

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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

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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 09/24/2024 y estarán vigentes por un período de 1 año. La escuela distribuirá las Pautas a todos los padres del 31 de diciembre 2024 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.

-