



Robinson Elementary

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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, 33% of all students in Grades 3 - 8 scored at Met or Exceeded on ELA SBAC. AA students scored at 29% Met or Exceeded. EL students scored at 6% Met or Exceeded. Sped students scored at 11% Met or Exceeded. Homeless students scored at 16% Met or Exceeded. I-Ready Data shows 54% of students met their growth goal and 33% met their stretch growth. For our targeted groups: 52% of AA students met their growth goal and 29% of AA students met their stretch goal. 56% of EL students met their growth goal and 37% of EL students met their stretch goal. 54% of SPED students met their growth goal and 33% of SPED students met their stretch goal. 54% of Homeless students met their growth goal and 46% of Homeless students met their stretch goal.

ELA Goals

All students will increase at least one years 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 38% Met or Exceeded for the 2025-2026 school year. I Ready Goals: At least 50% of all students meeting stretch growth, AA students goal is 60% meeting the stretch growth goal, EL students goal is 60% meeting stretch growth goal, Homeless students goal is 60% meeting stretch growth goal and Sped students goal is 60% meeting stretch 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 small group instruction, tutoring programs and on-line differentiated supports such as the i-Ready personalized platform instruction, tutor.com, 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 in Tier 1 and Tier 2 instruction in the classroom 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 3-5.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC Math Met or Exceeded

All students: 24%

AA students: 20%

EL students: 8%

SPED: 3%

Homeless: 6%

Hispanic students: 23%

SED: 23%

i-Ready Growth

All students: 53% typical growth goal and 27% stretch goal

AA students: 53% typical growth goal and 27% stretch goal

EL students: 55% typical growth goal and 24% stretch goal

SPED: 75% typical growth goal and 17% stretch goal

Homeless: 29% typical growth goal and 14% stretch goal

Hispanic students: 48% typical growth goal and 21% stretch goal

SED: 48% typical growth goal and 21% stretch goal

Math Goals

All students will increase at least one year's worth of growth or at least 5% as measured by 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 a specific focus on identified groups including African American, English Learners, homeless, hispanic, SED, and students with special education needs or services. 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. Overall school wide SBAC Math goal is at least 30% Met or Exceeded for the 2025-2026 school year. Ready Goals: At least 50% of all students meeting stretch growth, AA, , English Learners, homeless, hispanic, SED, and students with special education needs or services students goal is 60% meeting the stretch growth goal.

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 3 Part Math Lesson Structure (Launch Collaborate Consolidate) 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 after school 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, tutor.com, Khan Academy, 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.

As far as Math staff development, differentiated professional development in Tier 1 and Tier 2 instruction in the classroom 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 math lead also provides coaching for teachers in grades K-2.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Overall EL students scored significantly lower than the school wide score at 6% met/exceeded in ELA and 8% met/exceeded 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, and Rosetta Stone.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall attendance was at 91.87% for 24-25. Pulse Survey Scores in Student Agency 78%, Sense of Belonging 71% and Student Identity 79%.

Chronic Absences

All: 20.6%

SWD: 20.5%

EL: 6.7%

LTEL: 22.7%

Homeless: 31.7%

SED: 27.6%

AA: 36.8%

Hisp: 24.8%

Suspension Rates in Grades 6-8.

All: 13.3%

SWD: 20.5%

EL: 6.7%

LTEL: 7.9%

Homeless: 17.4%

SED: 9%

AA: 32.2%

Hisp: 8.7%

This year we are continuing with monthly awards and recognitions for attendance school-wide. Classes with the best attendance (top 3) are recognized in elementary and middle school with awards signage each reporting period and classroom celebrations. 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 reducing suspensions by 5%. 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. Our Culture/Climate Leadership Team (CCLT) will be engaging in year-long PBIS training as well as developing action steps to support with attendance and reduce suspensions. We will also coach and engage teachers in ongoing professional development opportunities in Harmony, Second Step, and 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 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	Goal Partially or Not Met	Students who met or exceeded on the ELA SBAC increased from 29% to 33%, which was 1% short of our goal. While students grew on the i-Ready, students did not meet the stretch growth target set in the goal.	For the 2025-2026 School year, we will utilize 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. Teachers will participate in PDSA, GATE certification, and internal learning walks.

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.			
Math	1) 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	Goal Partially or Not Met	Students who met or exceeded on the Math SBAC increased from 21% to 24%, which was 2% short of our goal. While students grew on the i-Ready, students did not meet the stretch growth target set in the goal.	All TK - 5 staff will engage in Cognitive Guided Instruction in math. Elementary staff will use Jiji to build math skills. Middle school will use Building a Thinking Classroom. Middle school 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. Teachers will participate in PDSA, GATE certification, and internal learning walks.

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

<p>student success team meetings to identify additional areas of need such as attendance or identified for potential assessment for Tier 3 intensive services such as a 504 or IEP. In short, our action summary includes ensuring direct, focused and differentiated Tier 1 instruction, Tier 2 support, in class, with small group instruction or push in support and other supplemental resources, while Tier 3 supports for those students continuing to struggle.</p>			
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English Learner	<p>1) 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.</p>	Goal Partially or Not Met	EL students did increase their i-Ready typical and stretch growth but did not grow on the SBAC.	EL's will be provided designed ELD. Newcomers will receive tech support. Differentiated instruction will be utilized to support academic growth of all students.
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Culture/Climate	<p>1) 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</p>	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. Our Culture/Climate Leadership Team (CCLT) will be engaging in year-long PBIS training as well as developing action steps to support with attendance and reduce suspensions. We will also coach and engage teachers in ongoing professional development opportunities in Harmony, Second Step, and Restorative Justice.
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<p>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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Individual data conferences with the Administrator and/or Instruction and Intervention Coordinator to support data analysis to inform lesson planning and differentiation. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Parent translation services needed for parent workshops, meetings, and conferences. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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. (PI 4)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Jackie Robinson wants to ensure that all students 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. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Smore weekly newsletter will help promote school-home communication. Upgraded features allows for families to translate newsletter to any language. (PI 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Students and families of the Robinson community need support in becoming more involved in school and socio emotional support. Academic interventions are also an area a need. Increasing our facilitator position will ensure intervention support for English Learners, daily SEL & Restorative Justice education, provide additional staffing to run intervention support as well as consistent efforts to increase parental involvement.</p> <p>Furthermore, this full-time TOSA Intervention Teacher will support campus professional development needs for restorative practices, parent involvement, and support for English Learners.</p> <p>(IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>The Recreation team provides safety and civility to the learning environment through supervision to the common areas.</p> <p>Superintendent Baker has given an allocation to all sites to mange their implementation of recreation supervision. (IN 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>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.</p> <p>(IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide staff development in Writing, Literacy, and CGI/Building Thinking Classrooms and ELA Support for all teachers as applicable to grade levels and departments. (PD 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
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. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 extension projects aligned with NGSS and common core standards. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
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. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
This year JROB is working with Ground Education and ELOP to build an outdoor learning space and garden for our Robinson Community. This garden and nature path will allow teachers to have spaces to hold science lessons, hands on activities, reading/writing spaces outdoors, and participate in garden lessons bi-weekly with Ground Education the following year. This space would also be used by our MS Clubs and WRAP/ELOP programs. The goal is to continue to maximize our JROB learning spaces and build our culture, climate, and school community. We hope to use this space with our families for community events as well as parent workshops. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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 initial year at Robinson. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>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.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade</p>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing,</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

For Middle (6-8) Grades:

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

- Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.
- Reading and writing analysis grounded in evidence from text.
- Regular practice with reading and producing complex text and its academic vocabulary with intensity.

All 6-8 Language Arts classrooms will use:

- District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'

including:

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

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

Diagnostic reading growth assessments 3x a year (iReady)

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

progress and needs.

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • 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 <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • 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 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>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.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8: Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • 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 <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks (K-5) 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

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

<p>Jackie Robinson Academy needs to expand its Robotics Program and STEM programming and ensure students can participate in future Robo Bowl events and continue in future STEM pathways at the high school level. D/F Rate 20, Culture-Climate Survey (Student-Staff) 80</p>	<p>This summer we have two teachers who will be attending the summer Project Lead the Way (PLTW) professional development. This PD will target engagement for students who are struggling to engage in math and science and provide pathways for our students to access applied math, engineering, and STEM. It also ensures that our school continues to expand its Robotics Program and STEM programming and ensure students can participate in future Robo Bowl events. These electives support students to meeing their academic standards in meaningful ways. The PLTW Way funds in addition to teacher hourly to compensate for their</p>	<p>Other Targeted Students, Identified At-Risk Students, All Students</p>	<p>Title 1 \$7,085 Teacher Hourly P Schedule (2) for 40 hours annually - Title 1 100%</p>	<p>06/15/2025 - 08/15/2026 Daily</p>	<p>Teachers</p>	<p>Effectiveness of this PD will be monitored through walkthroughs and student feedback on electives and clubs at Jackie Robinson. D/F Rate 20, Culture-Climate Survey (Student-Staff) 80</p>
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	time is needed to sustain the PLTW program and continue to provide supports for students who struggle to connect to math and science.					
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$108,100 Teacher - Elementary .6 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher (Music)	Students Other 100
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$35,087 Teacher - Secondary .2 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher (Art)	Students Other 100

<p>Math SBAC scords and iReady show students working below proficiency in math. Sense of belonging is also an area that continues to need impmrovement. SBAC Math 50, D/F Rate 30, Culture-Climate Survey (Student-Staff) 20</p>	<p>Robinson is working to increase math proficiency levels as students transition to middle school. To support with the transition, we are hosting a Summer Math Bridge in addition to the WEB 6th grade Orientation for 3 days prior to the start of school. This will be open to 6th and 7th graders to support with math intervention and engagement as students enter school for the 2025-2026 school year. In addition, interventions will be put into place throughout the year to monitor student progress in math. WEB activities will be conducted monthly to encourage academic engagement and sense of belonging.</p>	<p>Other Targeted Students, Identified At-Risk Students, English Learners</p>	<p>Title 1 \$3,542 Teacher Hourly P Schedule (4) for 10 hours annually - Title 1 100%</p>	<p>08/15/2025 - 06/15/2026 Semester</p>	<p>Teachers, Principal, Counselor</p>	<p>Teachers and ILT will monitor student progress in math through weekly assessments, grades, and iReady scores. SBAC Math 50, D/F Rate 30, Culture-Climate Survey (Student-Staff) 20</p>
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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
<p>Jackie Robinson needs more opportunities for applied learning through hands-on, project based activities. This will both beautify our campus, create spaces for outdoor learning, and hands-on science. It will also be an inviting space for WRAP, after school parenting groups, and school-wide events. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>	<p>Jackie Robinson Academy is in the process of building out a school garden and outdoor learning space to be completed at the end of the 2024-2025 school year. For the 2025-2026 school year, we are partnering with Ground Education to bring gardening classes to our students. This includes the maintenance of the garden, outdoor/garden education for TK-5 classes, and programs for WRAP. The cost would be shared with Robinson site funds and Ground Education.</p>	<p>All Students</p>	<p>Title 1 \$6,500 Materials - Title 1 100%</p>	<p>08/01/2025 - 06/30/2026 Monthly</p>	<p>Teachers WRAP Administration</p>	<p>Monitoring will take place with feedback from our teachers and observation of garden lessons. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>

<p>Students and families need greater support in socio emotional areas and assistance reducing negative impacts coupled with reintegration efforts to reduce discipline and disruption. SBAC ELA 40, Elementary Reading - Benchmarks 40, EL Reclassification 20</p>	<p>Students and families of the Robinson community need support in becoming more involved in school and socio emotional support. Academic interventions are also an area a need. Increasing our facilitator position will ensure intervention support for English Learners, daily SEL & Restorative Justice education, provide additional staffing to run intervention 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, parent involvement, and support for English Learners.</p>	<p>African-American, English Learners, Identified At-Risk Students, Homeless</p>	<p>Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/15/2025 - 06/15/2026 Daily</p>	<p>Facilitator/SEL</p>	<p>Classroom Teacher and Administration SBAC ELA 40, Elementary Reading - Benchmarks 40, EL Reclassification 20</p>
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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
Students and families need greater support in socio emotional areas and assistance reducing negative impacts coupled with reintegration efforts to reduce discipline and disruption. High School Readiness 20, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40	Students and families of the Robinson community need support in becoming more involved in school and socio emotional support. Additional counselor would help to provide differentiated support for our TK-12 student body and provide additional staffing to run elementary wellness activities, RJ circles, and provide consistent outreach to improve parental involvement and attendance. An additional 50% counselor will also help with attendance programs, PBIS, and Tier 1 SEL instruction.	African-American, English Learners, Identified At-Risk Students, Homeless	LCFF \$37,435 Title 1 \$56,153 Counselor .5 FTE - LCFF 40%; Title 1 60%	08/15/2025 - 06/15/2026 Daily	Principal Admin Team Counselor	Classroom Teacher and Administration High School Readiness 20, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40

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
Ongoing professional development to ensure implementation of Tier 1 Quality Core Instruction D/F Rate 40, Elementary Reading - FRSA 20, Elementary Reading - Benchmarks 40	To continue Quality Core Instruction and ongoing professional growth, we want to ensure staff have the opportunity for Quarterly Release Days, Peer Observation Days, and ongoing professional growth opportunities. This is especially important as we have several staff who will be new to the grade level and/or new to the school. This funding would also support collaborative co-teach model at Robinson.	Title 1 \$28,044 Substitute teacher full day (1) for 100 days - Title 1 100%	08/15/2025 - 06/15/2026 Monthly	Principal IIC Assistant Principal	Monitoring of QCI in classrooms through weekly walk through data.

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Ongoing professional development to ensure implementation of Tier 1 Quality Core Instruction High School Readiness 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40	To support with our tiered intervention monitoring, school safety, and ongoing school climate goals, we are proposing additional substitute support. They will help with coverage for teachers as they plan and meet for SST, IEP Meeting Coverage, & the needs with school climate. 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 initial year at Robinson.	LCFF \$5,609 Substitute teacher full day (1) for 20 days - LCFF 100%	08/15/2025 - 06/15/2026 Monthly	Principal IIC Assistant Principal	Monitoring of QCI in classrooms through weekly walk through data.

Describe Teacher Involvement
Teachers are able to be involved in Site Based Decision Making, Safe and Civil, and Instructional 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 \$3,980 Materials - Par Inv 100%	08/15/2025 - 06/15/2026 Monthly	Admin Facilitator Counselor Wellness Center Social Work Teachers	School will monitor attendance and results from core/pulse surveys.
Weekly communication to parents with translation will support messaging to parents about events, information, and news from the school. Multilingual 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%	03/01/2025 - 03/01/2026 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 \$1,816 Hourly - Senior Office Assistant (2) for 20 hours annually - Par Inv 100%	08/01/2025 - 06/30/2026 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)	296819
Title I Parent and Family Involvement (3008)	6058

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	88480

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	06-12-2026
Staff	Classroom Teacher	Kimberly Miller	06-12-2026
Staff	Classroom Teacher	Esbeyde Sanchez	06-12-2026
Staff	Classroom Teacher	Puthea Ing	06-12-2027
Staff	Other School Personnel	Dawn Thornley	06-12-2026
Community	Parent/Community Member	█████████ Garcia	06-12-2026
Community	Parent/Community Member	█████████ Bautista	06-12-2026
Community	Parent/Community Member	█████████ Harrington	06-12-2027
Community	Parent/Community Member	█████████ Harrington	06-12-2027
Community	Parent/Community Member	█████████ Lee	06-12-2027

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
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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?	10/16/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - tutoring/ Saturday School - Activities where parents come to school such as: parents come to learn more about what their students are learning especially in math and a day when adults can have lunch with their students - After school class such as art, Spanish for elementary students, or ballet folklorico - End of year picnic in the park - Field trip <p>The ELAC parents are committed to supporting student achievement and fostering a strong sense of community among students, families, and staff. They are eager to better understand what their children are learning in order to provide meaningful support at home Additionally, they value the preservation of their home languages and wish to help students develop bilingual or multilingual skills. The ELAC parents also express a willingness to actively participate in school programs and assist in leading initiatives that strengthen family engagement and cultural connections.</p>

Question	Answer
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 Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/28/2025
6. What was SSC's response to ELAC recommendations?	The SSC confirmed that funding for tutoring has already been approved for this school year. All other recommendations from ELAC will be shared with the Parent Engagement and Culture/ Climate Committees for further review and consideration.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/28/2025
2. SSC approved the **Home-School Compact** on 09/30/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/30/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/11/2025, 09/16/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/28/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

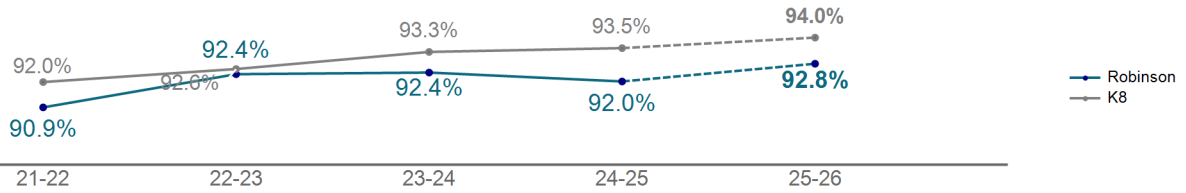
Printed Name: _____ Date: _____

ELAC Chair: _____

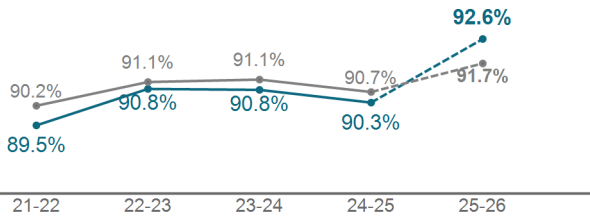
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Attendance Rate

Robinson
All Students
N = 688



African American
N = 114



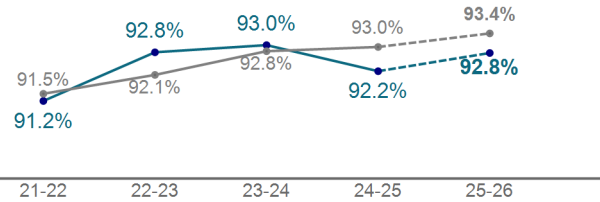
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 495



Pacific Islander

Subgroup with fewer than 20 students.

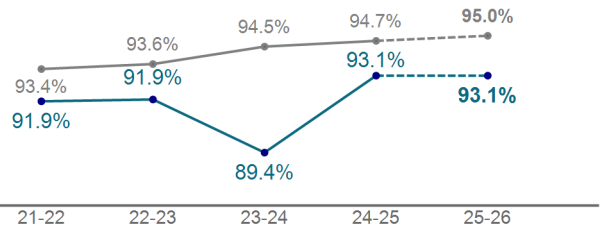
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

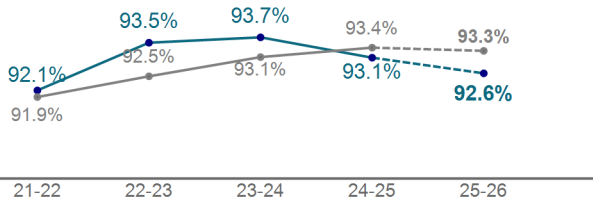
Other
N = 25



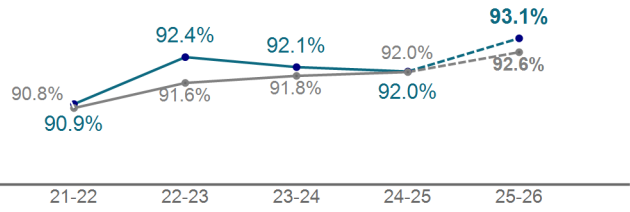
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

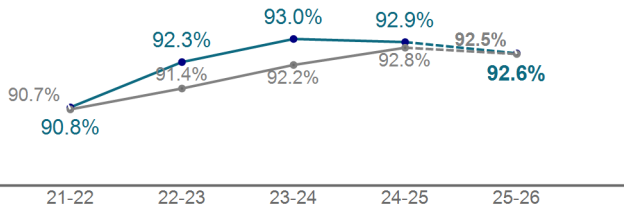
EL + RFEP
N = 251



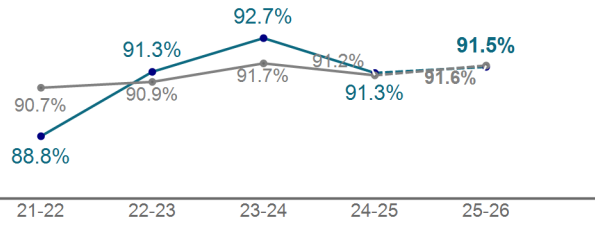
Low SES
N = 562



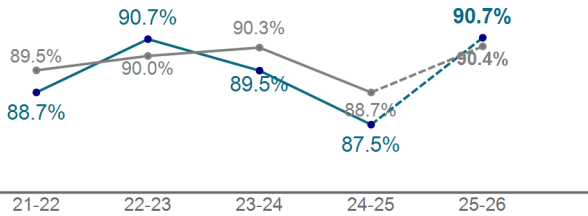
English Learner
N = 180



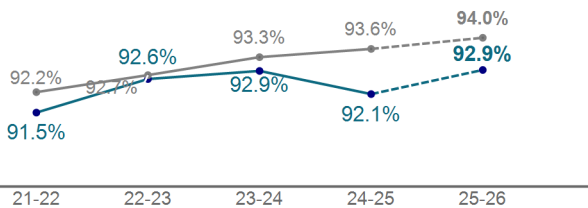
Special Education
N = 79



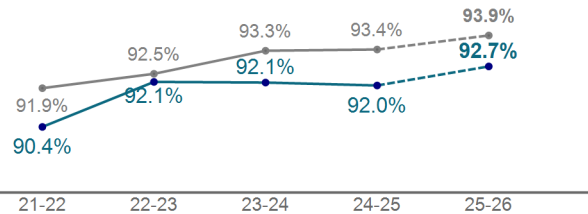
Homeless or Foster Youth
N = 37



Female
N = 328



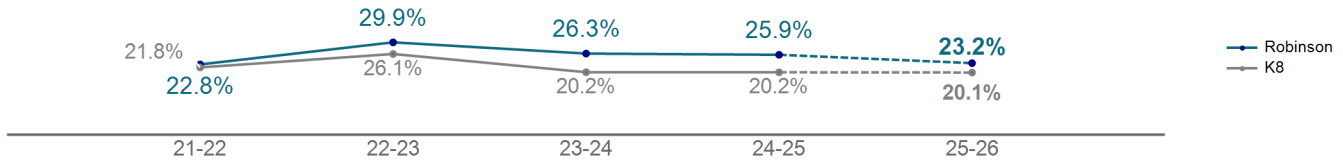
Male
N = 360



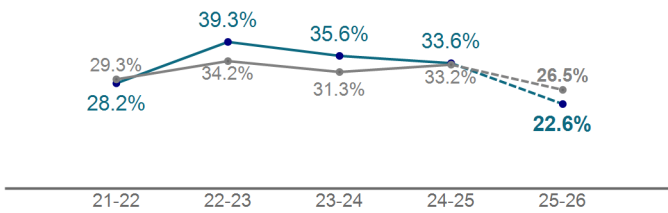
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Robinson
All Students
N = 673



African American
N = 106



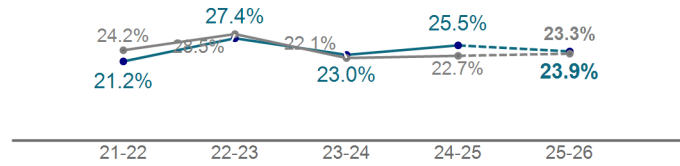
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 490



Pacific Islander

Subgroup with fewer than 20 students.

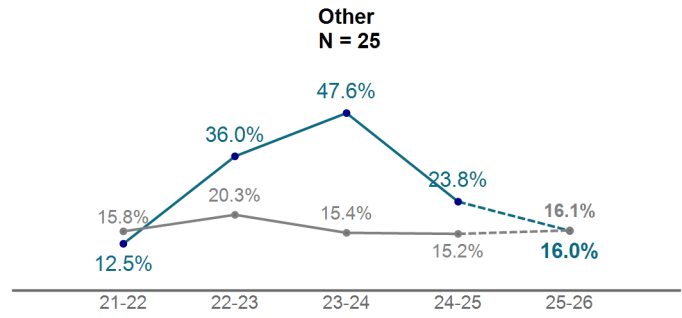
White

Subgroup with fewer than 20 students.

N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

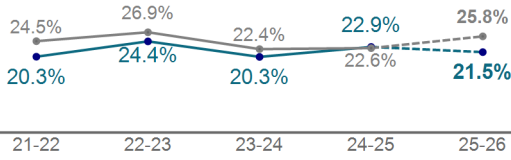
Native American
Subgroup with fewer than 20 students.



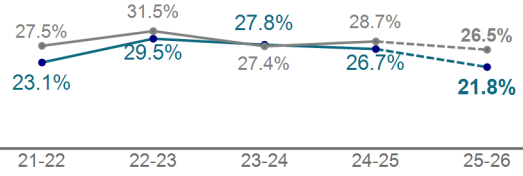
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

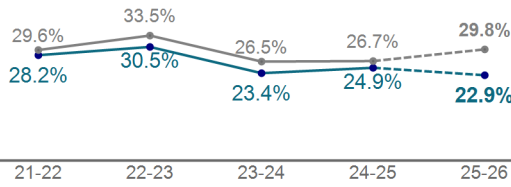
EL + RFEP
N = 246



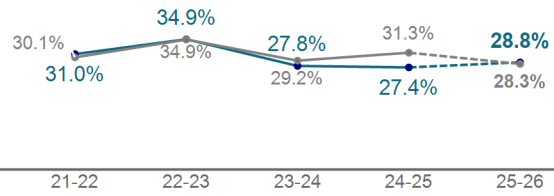
Low SES
N = 559



English Learner
N = 175



Special Education
N = 80



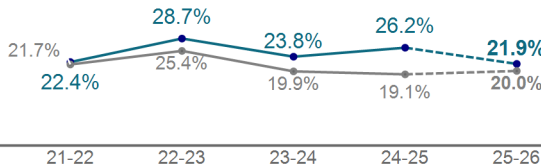
Homeless or Foster Youth

Subgroup with fewer than 20 students.

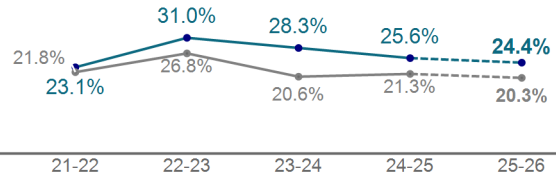
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 320



Male
N = 353



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Robinson

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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 Math 2025 :: School Data by Subgroup

Robinson

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓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.

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

SBAC Science 2025 :: School Data by Subgroup

Robinson

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓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 GROWTH REPORT 2025 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	419	419	44	28	13	16	43
		All K-8	31	28	16	19	37
		District	28	30	15	17	38
Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	66	55	23	26	24	27
		All K-8	22	28	25	29	17
		District	38	24	24	28	24
	Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	77	66	23	8	21	48
		All K-8	48	22	18	22	38
		District	46	21	20	24	36
	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	90	51	27	11	17	46
		All K-8	35	27	15	20	38
		District	15	36	16	17	31
	Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	94	64	16	11	15	59
		All K-8	53	26	13	17	44
		District	37	25	14	16	45
Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	92	1	48	11	8	34	
	All K-8	11	37	9	11	43	
	District	11	38	9	9	44	
Ethnicity	Hispanic	315	41	27	13	17	44
		All K-8	31	28	16	19	38
		District	28	30	14	17	38

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 2025 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)			
ELA	Ethnicity	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	African American	68	49	32	10	13	44
		All K-8	43	28	16	20	37
		District	25	32	14	15	39
	Pacific Islander	10^	-	40	20	40	
		All K-8	28	48	20	5	28
		District	39	30	18	15	37
	Filipino	9^	-	22	22	56	
		All K-8	45	25	16	21	39
		District	37	29	14	17	41
	Asian	8^	-	25	13	50	13
		All K-8	30	22	21	25	32
		District	28	29	15	17	39
	Cambodian	6^	-	17	17	17	50
		All K-8	57	21	15	21	43
		District	23	29	15	18	38
	Other	6^	-	17	33	50	
		All K-8	21	29	15	19	38
		District	25	31	15	17	37
	White	3^	-	33	33	33	
		All K-8	27	30	15	21	34
		District	27	30	15	19	37

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 2025 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Female	193	36	31	13	17	39
		All K-8	28	28	17	19	36
		District	28	30	15	17	38
	Male	226	49	25	12	16	47
		All K-8	34	28	15	20	37
		District	26	31	14	17	38
	Nonbinary	All K-8 [^]	-				100
		District	19	33	18		48
	Special Populations	EL + RFEP	166	47	27	11	16
All K-8			32	30	15	18	37
District			28	31	13	16	41
ELL		86	58	20	14	22	44
		All K-8	37	26	17	20	37
		District	31	30	15	17	38
RFEP		80	34	34	8	10	49
		All K-8	27	33	12	17	38
		District	27	31	11	15	43
Foster		5 [^]	-	60			40
		All K-8 [^]	-81	56	17	6	22
		District	35	38	18	9	35
GATE/Excel		86	40	31	9	21	38

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 2025 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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A Special Populations	GATE/Excel	All K-8	33	27	17	21	35	
		District	30	29	16	19	36	
	Homeless		28	46	32	11	18	39
		All K-8	42		31	18	18	33
	Homeless/Foster	District	34		30	15	16	40
			33	39	36	9	15	39
	Low SES	All K-8	33		34	18	16	32
		District	34		31	15	15	39
	Special Ed.		40	47	25	15	8	53
		All K-8	30		30	14	18	38
	Spec Ed. Speech/RSP	District	31		30	14	17	39
			31	47	23	10	6	61
		All K-8	23		31	13	18	38
		District	31		31	13	16	41

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 2025 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	421	421	30	34	18	15	33
		All K-8	24	33	18	19	30
		District	20	34	20	19	27
Math at Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	67	36	24	34	22	19
		All K-8	29	30	30	24	16
		District	44	21	30	30	19
	Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	77	24	31	30	21	18
		All K-8	25	32	27	27	15
		District	21	30	28	25	17
	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	90	53	37	9	16	39
		All K-8	40	30	14	19	38
		District	29	39	15	16	30
	Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	95	31	27	13	13	47
		All K-8	27	32	12	14	42
		District	19	34	11	12	43
Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	92	11	47	9	8	37	
	All K-8	11	43	9	12	36	
	District	14	41	10	12	37	
Ethnicity	Hispanic	317	27	36	16	14	35
		All K-8	24	35	18	17	30
		District	19	36	19	19	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.

SBAC Math GROWTH REPORT 2025 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	African American	68	37	31	18	19	32
		All K-8	33	29	17	22	32
		District	23	35	20	17	28
	Pacific Islander	10^	-	30	60	10	0
		All K-8	7	41	23	23	13
		District	4	35	22	20	23
	Filipino	9^	-	22	11	56	11
		All K-8	30	24	19	25	33
		District	18	30	19	21	30
	Asian	8^	-	13	25	63	
		All K-8	58	32	18	17	33
		District	22	31	21	20	29
	Cambodian	6^	-	33	67		
		All K-8	85	24	20	8	49
		District	18	30	20	20	30
	Other	6^	-	33	33	33	
		All K-8	4	33	17	21	29
		District	21	31	20	20	28
	White	3^	-	67	33		
		All K-8	-	33	17	20	30
		District	16	34	20	19	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 2025 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Female	194	25	34	19	17	30
		All K-8	21	32	18	20	30
		District	17	34	20	18	27
	Male	227	33	33	16	14	37
		All K-8	27	35	17	17	31
		District	22	35	19	19	27
	Nonbinary	All K-8 [^]	-	100	0		
		District	-12	52	12	15	21
	Math	EL + RFEP	168	23	35	14	19
All K-8			19	33	14	21	31
District			17	37	18	18	27
ELL		88	28	31	16	20	33
		All K-8	21	33	15	22	30
		District	25	37	18	18	26
RFEP		80	18	39	11	18	33
		All K-8	15	33	14	21	32
		District	14	36	18	18	28
Foster		5 [^]	-	40	20		40
		All K-8 [^]	-28	39	22	6	33
		District	60	35	19	18	28
GATE/Excel		86	36	28	19	14	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 Math GROWTH REPORT 2025 School Growth Data by Subgroup

Robinson

2/6/26

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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	GATE/Excel	All K-8	32	29	20	20	31	
		District	16	31	21	21	27	
	Homeless		29	35	38	14	17	31
		All K-8	34	34	38	16	14	32
		District	12	38	19	16	27	
	Homeless/Foster		34	33	38	15	15	32
		All K-8	32	32	38	17	13	32
		District	18	38	19	16	27	
	Low SES		348	30	34	19	15	32
		All K-8	27	27	35	18	19	29
		District	19	35	19	19	27	
	Special Ed.		40	36	25	23	13	40
		All K-8	37	37	35	14	16	35
		District	25	36	17	17	29	
	Spec Ed. Speech/RSP		31	33	29	23	6	42
All K-8		31	31	39	13	16	32	
	District	21	37	18	17	29		

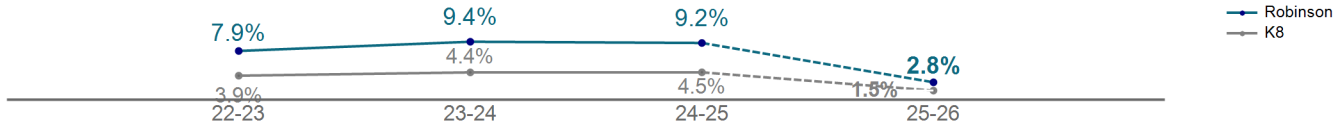
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

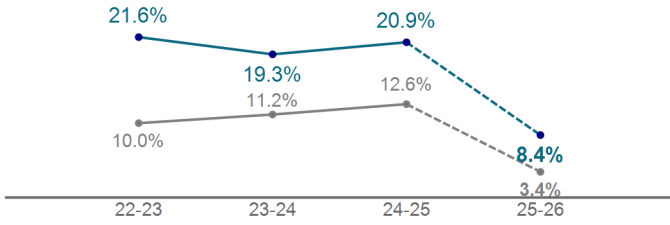
*Accelerated Growth = At least double the minimum growth target for the grade level.

Suspension Rate

Robinson
All Students
N = 704



African American
N = 119



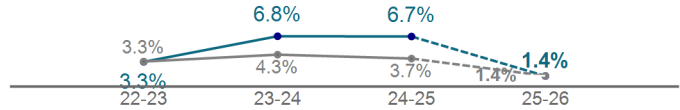
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 504



Pacific Islander

Subgroup with fewer than 20 students.

White

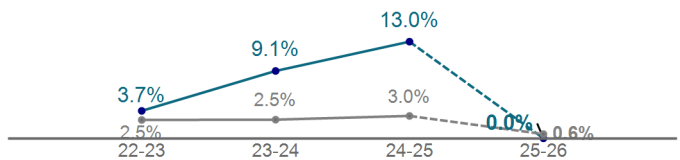
Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

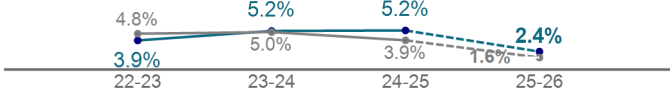
N = 25



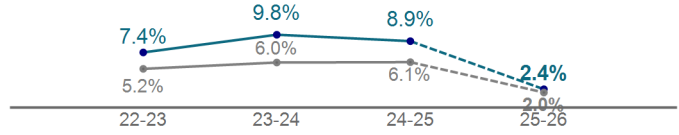
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

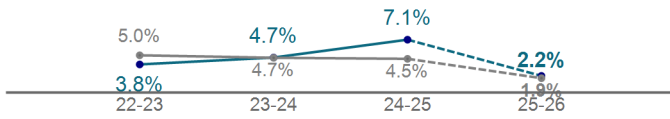
EL + RFEP
N = 251



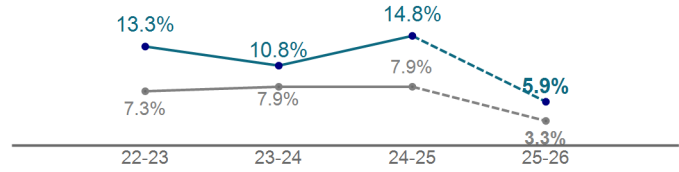
Low SES
N = 574



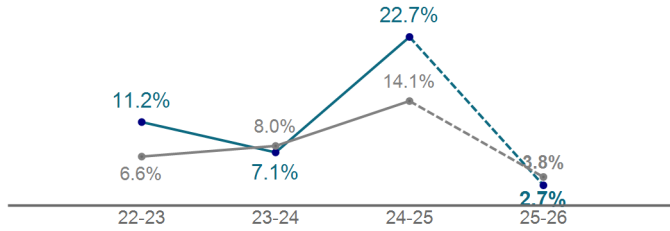
English Learner
N = 180



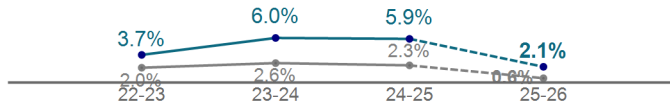
Special Education
N = 85



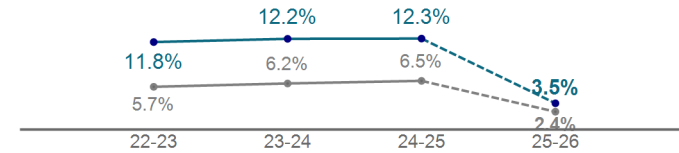
Homeless or Foster Youth
N = 37



Female
N = 334



Male
N = 370



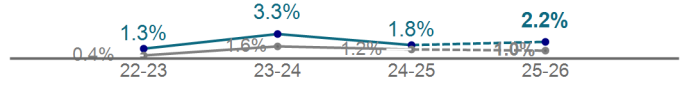
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

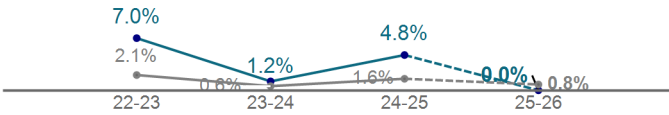
Gr. K
N = 48



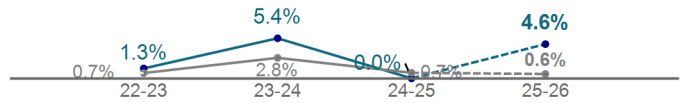
Gr. 01
N = 45



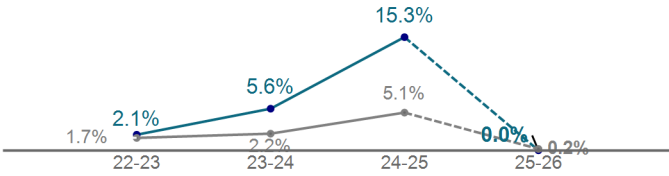
Gr. 02
N = 58



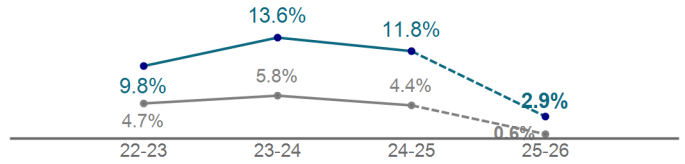
Gr. 03
N = 65



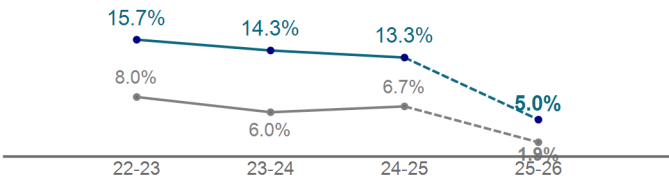
Gr. 04
N = 74



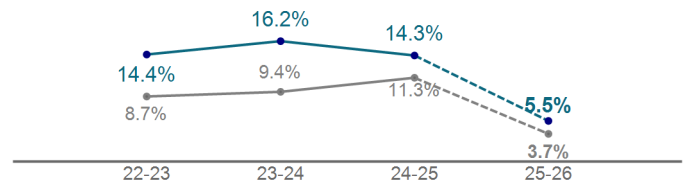
Gr. 05
N = 68



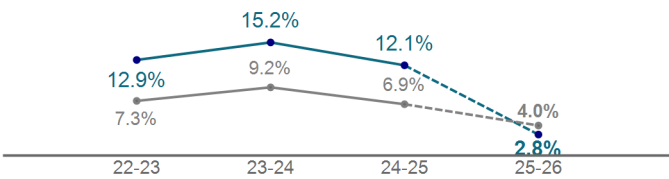
Gr. 06
N = 101



Gr. 07
N = 110



Gr. 08
N = 107



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

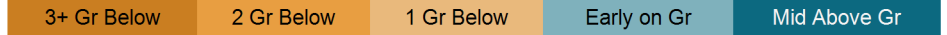
i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 1



Legend

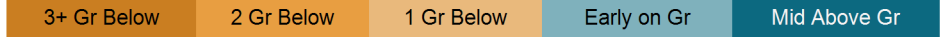


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	49	18	82			
			2	49	8	92			
			3	50	6	72	8	14	
		ELL	1	13	8	92			
			2	14	7	93			
			3	15	13	73	13		
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	14	7	93			
			2	15	7	93			
			3	16	13	75	13		
		Special Ed.	1	1	100				
			2	1	100				
			3	1	100				
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	2	100				
			2	2	100				
			3	2	50	50			

i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 2



Legend

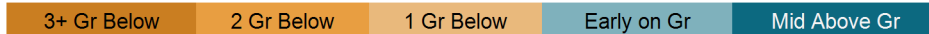


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
2	All Students	All	1	54	56	44	
			2	57	40	56	4
			3	57	30	54	14
	Teacher	Casalegno, K	1	28	75	25	
			2	28	50	46	4
			3	28	36	57	4
		Lara, M	1	28	46	54	
			2	28	32	64	4
			3	28	25	54	21
	Ethnicity	African American	1	13	31	69	
			2	12	25	75	
			3	12	17	75	8
		Asian	1	2	100		
			2	2	100		
			3	2	50	50	
		Hispanic	1	36	61	39	
			2	40	40	55	5
			3	40	33	48	18
		Pacific Islander	1	1	100		
			2	1	100		
			3	1	100		
		Other	1	2	50	50	
			2	2	50	50	
			3	2	100		
	Gender	Female	1	27	52	48	
			2	29	31	69	
			3	29	24	69	7
Male		1	27	59	41		
		2	28	50	43	7	
		3	28	36	39	21	4
Special Populations	Low SES	1	46	61	39		
		2	50	40	56	4	
		3	49	29	57	12	2

**i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 2**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	ELL	1	11	82			18	
			2	12	58			42	
			3	13	54		38	8	
		RFEP	1	6	33		67		
			2	6	17	83			
			3	5	60		20	20	
		EL + RFEP	1	17	65		35		
			2	18	44		56		
			3	18	39		44	11	6
		Special Ed.	1	4	100				
			2	5	100				
			3	5	80			20	
		Spec Ed. Speech/RSP	1	3	100				
			2	4	100				
			3	4	100				
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	4	75		25		
			2	4	50		50		
			3	4	50		50		
		GATE/Excel	1	6	33		67		
			2	6	100				
			3	6	17			67	17

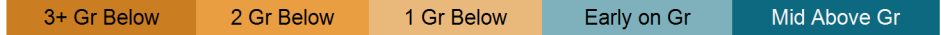


i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Low SES	1	63	25	46	29		
			2	65	14	23	57	6	
			3	66	5	15	67	12	2
		ELL	1	25	44	44	12		
			2	27	26	33	41		
			3	26	15	23	50	12	
		RFEP	1	3	33	67			
			2	3		67		33	
			3	3			33	67	
		EL + RFEP	1	28	39	43	18		
			2	30	23	30	43	3	
			3	29	14	21	48	17	
		Special Ed.	1	11	45	36	18		
			2	11	27	36	36		
			3	11	9	18	55	18	
		Spec Ed. Speech/RSP	1	5	80		20		
			2	5	40	40	20		
			3	5		20	20	40	20
GATE/Excel	1	6	17	83					
	2	6		83		17			
	3	6			33	50	17		
Homeless	2	1	100						
	3	1	100						

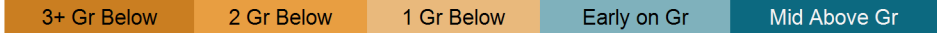


i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Low SES	1	60	28	40	32		
			2	60	17	25	48	10	
			3	59	14	14	58	10	5
		ELL	1	26	38	35	27		
			2	26	15	38	42	4	
			3	24	13	13	54	17	4
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	27	37	33	30		
			2	27	15	37	44	4	
			3	25	12	12	56	16	4
		Special Ed.	1	8	63	38			
			2	8	25	50	25		
			3	8	25	25	38	13	
		Spec Ed. Speech/RSP	1	6	83	17			
			2	6	33	67			
			3	6	33	33	33		
		Homeless	1	5	20	40	40		
			2	4	25	75			
			3	5	20	80			
GATE/Excel	1	9	11	78	11				
	2	9		67	33				
	3	9		67	33				

i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 5


Legend


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Low SES	1	71	34	27	31	7	1
			2	74	16	31	43	7	3
			3	70	11	26	40	17	6
		ELL	1	22	45	36	18		
			2	22	23	23	55		
			3	22	14	32	41	14	
		RFEP	1	11	18	55	27		
			2	11	9	9	45	27	9
			3	11		9	27	55	9
		EL + RFEP	1	33	36	24	30	9	
			2	33	18	18	52	9	3
			3	33	12	21	36	27	3
		Special Ed.	1	9	33	22	44		
			2	8	13	25	38	13	13
			3	9		22	44	33	
		Spec Ed. Speech/RSP	1	6	33	33	33		
			2	5	20	40	20	20	
			3	6		33	33	33	
		Foster	1	1	100				
			2	1	100				
		Homeless	1	9	33	44	22		
2	10		10	40	50				
3	9		11	44	33	11			
GATE/Excel	1	10		10	40	40	10		
	2	10	10	70	10	10			
	3	10		10	20	40	30		



**i-Ready Math Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 6**

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	95	35	18	28	19		
			2	96	26	18	31	20	5	
			3	94	26	15	29	24	6	
		Teacher	Ramos, J	1	93	33	18	30	18	
				2	94	24	19	32	20	4
				3	96	26	14	30	25	5
	Ethnicity	African American	1	12	42	25	17	17		
			2	15	27	27	33	13		
			3	13	23	31	23	23		
		Asian	1	3		67			33	
			2	3		67			33	
			3	3	33		33		33	
		Filipino	1	2		50			50	
			2	2		50			50	
			3	2		50			50	
		Hispanic	1	68	38	19	26	16		
			2	67	30	19	28	16	6	
			3	68	29	12	28	24	7	
		Pacific Islander	1	7		57			43	
			2	7			29		71	
			3	6		50			50	
		White	1	2	50		50			
			2	1	100					
			3	1	100					
		Other	1	1	100					
			2	1	100					
			3	1	100					
	Gender	Female	1	44	45	20	27	7		
			2	44	32	16	41	9	2	
			3	43	33	19	28	16	5	
		Male	1	51	25	16	29	29		
			2	52	21	19	23	29	8	
			3	51	20	12	29	31	8	

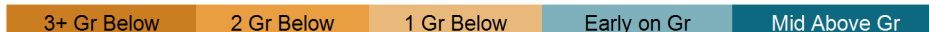


i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Low SES	1	78	36	18	28	18	
			2	79	27	16	35	18	4
			3	77	30	14	26	25	5
		ELL	1	14	64		21	14	
			2	17	53		24	24	
			3	19	47		26	16	11
		RFEP	1	14	7	7	64		21
			2	14	14		50		36
			3	15	13		40		47
		EL + RFEP	1	28	36	14	39		11
			2	31	29	19	35		16
			3	34	26	21	26		26
		Special Ed.	1	9	67		22		11
			2	9	44		22	22	11
			3	8	63		13	13	13
		Spec Ed. Speech/RSP	1	7	86				14
			2	7	57		29		14
			3	6	83				17
		Foster	1	1	100				
			2	1	100				
		Homeless	1	4			50		50
2	7		57		29		14		
3	6		50		33		17		
GATE/Excel	1	28		7	39		54		
	2	28			25		57	18	
	3	27			22		56	22	

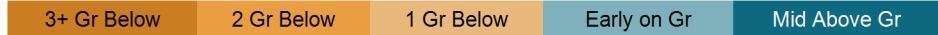


i-Ready Math Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 7

Legend

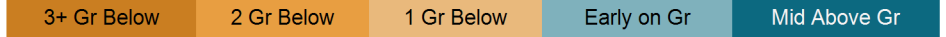


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	All Students	All	1	92	40	20	33	7	1
			2	97	38	16	35	10	
			3	99	36	16	32	12	3
	Teacher	Jones, K	1	29	55	28	17		
			2	32	50	25	19	6	
			3	33	45	18	27	6	3
		Licano, A	1	34	12	9	65	15	
			2	32	9	3	63	25	
			3	35	6	14	43	29	9
		Ramos, J	1	31	65	23	10	3	
			2	31	55	19	23	3	
			3	32	63	16	22		
	Ethnicity	African American	1	16	38	31	19	13	
			2	18	33	11	44	11	
			3	16	25	31	25	6	13
		Asian	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	74	41	18	35	5	1
			2	76	38	18	33	11	
			3	79	37	14	34	14	1
		Other	1	1	100				
			2	1	100				
			3	2	50		50		
		American Indian	2	1	100				
	3		1	100					
	Gender	Female	1	46	33	24	33	11	
			2	50	36	16	38	10	
			3	51	31	18	31	14	6
		Male	1	46	48	15	33	2	
2			47	40	17	32	11		
3			48	42	15	33	10		

i-Ready Math Overall Relative Placement School Data by Subgroup Robinson 2024-2025 Grade 7



Legend

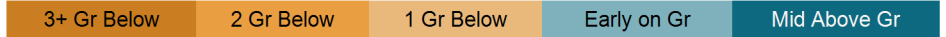


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	Low SES	1	69	36	22	32	9	1
			2	75	35	17	36	12	
			3	75	36	16	33	12	3
		ELL	1	15	87	7	7		
			2	18	83	11	6		
			3	18	72	17	11		
		RFEP	1	24	17	25	46	8	4
			2	23	26	17	48	9	
			3	26	12	19	54	15	
		EL + RFEP	1	39	44	18	31	5	3
			2	41	51	15	27	7	
			3	44	36	18	36	9	
		Special Ed.	1	11	100				
			2	14	86	14			
			3	14	86	14			
		Spec Ed. Speech/RSP	1	10	100				
			2	13	85	15			
			3	13	85	15			
		Homeless	1	4		25	25	25	25
			2	5	40	40	20		
			3	5	80	20			
		GATE/Excel	1	18	11	67	22		
			2	15		73	27		
			3	17		6	6	29	47
		Foster	2	1	100				
			3	2	50	50			

i-Ready Math Overall Relative Placement School Data by Subgroup Robinson 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	Low SES	1	78	42	12	31	8	8
			2	69	36	16	26	9	13
			3	65	28	17	25	11	20
		ELL	1	14	79	7	14		
			2	13	77		23		
			3	13	69	15	15		
		RFEP	1	28	32	7	32	14	14
			2	29	24	10	34	7	24
			3	26	12	31	12	19	27
		EL + RFEP	1	42	48	7	26	10	10
			2	42	40	7	31	5	17
			3	39	31	26	13	13	18
		Special Ed.	1	5	60	20	20		
			2	5	40	20	40		
			3	3	67		33		
		Spec Ed. Speech/RSP	1	4	75		25		
			2	4	50	25	25		
			3	2	100				
		Foster	1	3	67		33		
			2	3	67		33		
			3	2	50		50		
Homeless	1	9	67	11	22				
	2	8	50		38	13			
	3	9	33	22	33	11			
GATE/Excel	1	23	9	48	17	26			
	2	20	15	25	30	30			
	3	23	22	13	22	43			

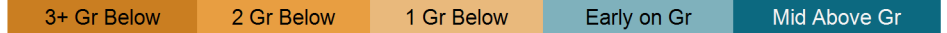
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 1



Legend

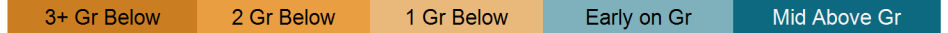


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	55	9	82	7	2	
			2	54	2	70	22	6	
			3	54	54	19	28		
	Teacher	Mallard, J	1	27	11	85	4		
			2	27	4	70	19	7	
			3	27	56	11	33		
		Monge-Tizcareno, A	1	27	7	78	11	4	
			2	27	70	26	4		
			3	28	57	21	21		
	Ethnicity	African American	1	7	14	86			
			2	7	86	14			
			3	7	57	14	29		
		Asian	1	2			50	50	
			2	2			100		
			3	2			100		
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	41	7	90	2		
			2	41	2	73	24		
			3	40	58	20	23		
		Pacific Islander	1	1	100				
			3	1			100		
		Other	1	3		33	67		
2	3			33	67				
3	3			33	67				
Gender	Female	1	26	4	92	4			
		2	25	76	20	4			
		3	25	48	28	24			
	Male	1	29	14	72	10	3		
		2	29	3	66	24	7		
		3	29	59	10	31			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	51	10	80	8	2	
			2	50	2	70	24	4	
			3	49		51	20	29	
		ELL	1	14	21	79			
			2	14	7	71	21		
			3	14		79	7	14	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	15	20	73	7		
			2	15	7	67	27		
			3	15		73	7	20	
		Special Ed.	1	1		100			
			2	1					100
			3	1					100
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	2		50		50	
			2	2		50		50	
			3	3		67		33	

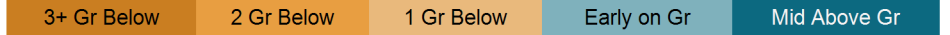
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 2



Legend

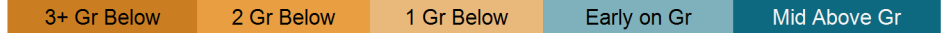


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	57	33	49	14	4	
			2	55	35	40	13	13	
			3	55	24	40	18	18	
	Teacher	Casalegno, K	1	28	39	50	11		
			2	28	39	39	7	14	
			3	29	28	38	14	21	
		Lara, M	1	28	29	50	18	4	
			2	28	25	43	18	14	
			3	27	19	44	22	15	
	Ethnicity	African American	1	14	14	64	14	7	
			2	11	18	64	9	9	
			3	10	10	50	20	20	
		Asian	1	2	100				
			2	2	100				
			3	2	50	50			
		Hispanic	1	38	34	47	16	3	
			2	39	33	36	15	15	
			3	41	24	37	20	20	
			Pacific Islander	1	1	100			
				2	1	100			
				3	1	100			
	Other	1	2	50	50				
		2	2	50	50				
		3	1	100					
	Gender	Female	1	28	25	57	14	4	
			2	28	18	50	21	11	
			3	27	11	41	26	22	
		Male	1	29	41	41	14	3	
			2	27	52	30	4	15	
3			28	36	39	11	14		
Special Populations	Low SES	1	48	33	54	13			
		2	48	33	44	10	13		
		3	47	23	40	19	17		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 2

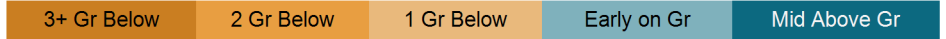
**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	ELL	1	11	64	36			
			2	12	67	33			
			3	13	38	54	8		
		RFEP	1	6		50		50	
			2	6			17	17	67
			3	6				50	50
		EL + RFEP	1	17		41	41	18	
			2	18		44	28	6	22
			3	19		26	37	21	16
		Special Ed.	1	4		100			
			2	5		100			
			3	5		80	20		
		Spec Ed. Speech/RSP	1	4		100			
			2	4		100			
			3	4		100			
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	4		75	25		
			2	4		75	25		
			3	3		67	33		
GATE/Excel	1	6			33	50	17		
	2	6			33	17	50		
	3	6				33	67		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category								
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr				
3	All Students	All	1	70	23	37	24	10	6				
			2	71	11	24	39	15	10				
			3	73	10	15	33	29	14				
	Teacher	Ing, P	Ing, P	1	26	19	27	31	15	8			
				2	26	8	12	46	15	19			
				3	26	4	4	35	38	19			
		Ochoa, A	Ochoa, A	Ochoa, A	1	24	25	38	25	8	4		
					2	23	4	35	39	17	4		
					3	24	4	8	38	33	17		
			Pearson, E	Pearson, E	Pearson, E	1	20	30	55	10	5		
						2	22	23	27	32	14	5	
						3	23	22	35	22	13	9	
	Ethnicity	African American	African American	1	11	27	27	27	18				
				2	10		40	30	30				
				3	9		22	33	44				
		Filipino	Filipino	Filipino	1	1					100		
					2	1					100		
					3	1					100		
		Hispanic	Hispanic	Hispanic	1	53	25	42	21	9	4		
					2	53	13	23	45	11	8		
					3	56	11	16	34	25	14		
			Other	Other	Other	1	5	20	60	20			
						2	6		17	17	17	33	17
						3	6		17	33	33	17	
		White	White	White	2	1					100		
	3				1					100			
	Gender	Female	Female	1	38	18	32	29	16	5			
				2	36	14	22	36	19	8			
				3	37	11	11	38	30	11			
		Male	Male	Male	1	32	28	44	19	3	6		
2					35	9	26	43	11	11			
3					36	8	19	28	28	17			

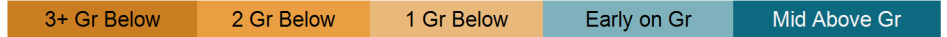
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 3



Legend

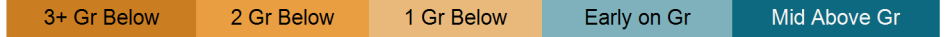


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Low SES	1	64	23	39	25	9	3
			2	65	11	26	42	14	8
			3	66	8	17	35	30	11
		ELL	1	25	40	32	28		
			2	26	23	19	50	8	
			3	27	22	22	30	22	4
		RFEP	1	3			33	67	
			2	3				100	
			3	3				33	67
		EL + RFEP	1	28	36	29	29	7	
			2	29	21	17	45	17	
			3	30	20	20	27	23	10
		Special Ed.	1	8	38	38	25		
			2	10	20	30	30	20	
			3	11	18	18	18	36	9
		Spec Ed. Speech/RSP	1	4	75	25			
			2	5	20	40	40		
			3	5	20	20	40	20	
		GATE/Excel	1	6				50	50
			2	6				17	83
			3	6					100
		Homeless	2	1	100				
3	2		100						

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 4

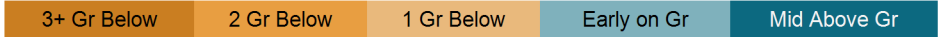
**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Low SES	1	57	26	18	49	7	
			2	57	18	11	60	7	5
			3	60	18	8	60	10	3
		ELL	1	26	38	19	42		
			2	25	28	4	60	8	
			3	26	27	12	58	4	
		RFEP	1	1	100				
			2	1				100	
			3	1	100				
		EL + RFEP	1	27	37	19	44		
			2	26	27	4	58	12	
			3	27	26	11	59	4	
		Special Ed.	1	8	75	13	13		
			2	8	75		25		
			3	8	75		25		
		Spec Ed. Speech/RSP	1	6	100				
			2	6	100				
			3	6	100				
		Homeless	1	5	40	20	40		
			2	5	20		80		
			3	5	20	20	60		
		GATE/Excel	1	9		56		33	11
			2	9		44		11	44
			3	9		44		22	33

i-Ready Reading Overall Relative Placement School Data by Subgroup Robinson 2024-2025 Grade 5



Legend

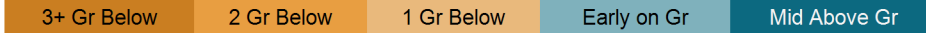


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	70	31	39	21	4	4
			2	77	23	34	25	14	4
			3	72	22	31	31	13	4
	Teacher	Giron, C	1	27	26	52	15	4	4
			2	27	19	30	37	11	4
			3	26	4	38	42	12	4
		Kobren, M	1	26	42	23	31		4
			2	26	19	42	15		23
			3	24	38	13	33	13	4
		Ruiz, A	1	26	31	31	27	4	8
			2	26	31	35	23	4	8
			3	26	23	38	23	12	4
	Ethnicity	African American	1	10	60	30	10		
			2	13	15	54	15	15	
			3	11	36	27	36		
		Filipino	1	2			50		50
			2	2			50		50
			3	2					100
		Hispanic	1	56	29	41	21	4	5
			2	58	28	31	26	10	5
			3	56	21	32	29	13	5
		Other	1	2	50	50			
			2	3		33	33		33
			3	2	50	50			
White	2	1					100		
	3	1	100						
Gender	Female	1	33	21	42	24	6	6	
		2	33	15	30	30	18	6	
		3	32	19	31	25	16	9	
	Male	1	37	41	35	19		3	
		2	44	30	36	20	11	2	
		3	40	25	30	35	10		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 5

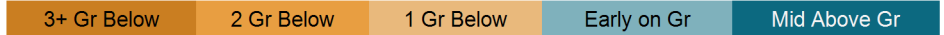
**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Low SES	1	63	32	40	22	25	
			2	69	25	35	26	10	4
			3	65	23	32	31	9	5
		ELL	1	19	42	42	16		
			2	22	41	50	9		
			3	20	35	35	30		
		RFEP	1	9		33	33	22	11
			2	10		10	50	30	10
			3	10		20	30	40	10
		EL + RFEP	1	28	29	39	21	7	4
			2	32	31	34	22	9	3
			3	30	23	30	30	13	3
		Special Ed.	1	9	56	33	11		
			2	9	44	22	22	11	
			3	7	43	14	14	29	
		Spec Ed. Speech/RSP	1	6	83	17			
			2	6	67	17	17		
			3	4	75		25		
		Foster	1	1	100				
2	1		100						
Homeless	1	8	50	50					
	2	9		56	22	22			
	3	9	22	56	22				
GATE/Excel	1	9		11	44	22	22		
	2	9		11	33	33	22		
	3	9		22	22	33	22		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 6

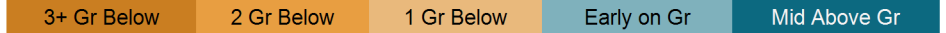
**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	88	42	15	22	11	10
			2	89	44	13	20	11	11
			3	82	32	20	20	12	17
	Teacher	Rodriguez, K	1	93	44	14	22	12	9
			2	93	43	16	19	12	10
			3	95	38	19	19	12	13
	Ethnicity	African American	1	10	40	10	20	10	20
			2	11	45	9	9	27	9
			3	10	20	10	20	20	30
		Asian	1	3	33	33	33	33	
			2	3	33	33	33	33	
			3	2	50	50	50	50	
		Filipino	1	2	50	50	50	50	
			2	2	50	50	50	50	
			3	2	50	50	50	50	
		Hispanic	1	65	46	12	20	14	8
			2	65	49	11	20	8	12
			3	60	38	17	17	13	15
		Pacific Islander	1	6	17	33	33	17	
			2	6	50	33	17	17	
			3	6	67	17	17	17	
		White	1	2	50	50	50	50	
			2	1					100
			3	1	100	100	100	100	
		Other	2	1	100	100	100	100	
			3	1	100	100	100	100	
		Gender	Female	1	40	35	15	30	15
	2			41	41	20	17	10	12
	3			36	33	19	14	14	19
Male	1		48	48	15	15	8	15	
	2		48	46	8	23	13	10	
	3		46	30	20	24	11	15	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 6

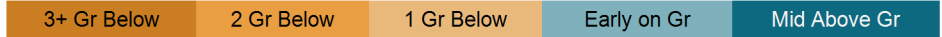

Legend


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
6	Special Populations	Low SES	1	73	42	14	23	14	7		
			2	73	42	15	21	11	11		
			3	66	32	20	20	12	17		
		ELL	1	17	82	18					
			2	17	88	6	6				
			3	14	71	29					
		RFEP	1	13	15	46	23	15			
			2	14	14	14	29	7	36		
			3	14	7	7	29	29	29		
		EL + RFEP	1	30	53	10	20	10	7		
			2	31	55	10	16	3	16		
			3	28	39	18	14	14	14		
		Special Ed.	1	8	88	13					
			2	8	88	13					
			3	8	75	25					
		Spec Ed. Speech/RSP	1	6	83	17					
			2	6	100						
			3	6	83	17					
		Homeless	1	3	100						
			2	5	80	20					
			3	5	40	40	20				
		GATE/Excel	1	26	8	12	23	27	31		
			2	27	11	33	22	33			
3	24		4	25	25	46					
Foster	2	1	100								

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	All Students	All	1	91	41 12 30 12 5				
			2	94	34 16 14 24 12				
			3	90	34 10 17 23 16				
	Teacher	Orantes, M	1	98	45 12 27 11 5				
			2	101	39 15 12 23 12				
			3	99	38 9 17 21 14				
	Ethnicity	African American	1	17	47 12 29 12				
			2	17	29 6 29 29 6				
			3	15	33 13 20 13 20				
		Asian	1	1	100				
			2	1	100				
		Hispanic	1	72	39 13 29 15 4				
			2	74	34 19 9 24 14				
			3	72	35 8 15 26 15				
		Other	1	1	100				
			2	1	100				
	3		2	50 50					
	American Indian	2	1	100					
		3	1	100					
	Gender	Female	1	49	39 6 31 14 10				
			2	52	27 19 15 21 17				
			3	47	28 9 15 28 21				
		Male	1	42	43 19 29 10				
			2	42	43 12 12 29 5				
3			43	42 12 19 19 9					
Special Populations	Low SES	1	69	41 13 29 14 3					
		2	74	34 16 12 26 12					
		3	69	33 10 16 23 17					
	ELL	1	14	79 14 7					
		2	16	81 6 13					
		3	13	69 8 8 15					
	RFEP	1	24	13 13 42 25 8					
		2	25	8 16 24 20 32					
		3	23	9 13 22 30 26					

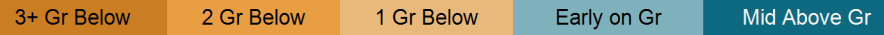
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Robinson 2024-2025 Grade 7



Legend

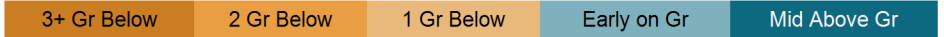


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	EL + RFEP	1	38	37	13	29	16	5
			2	41	37	12	15	17	20
			3	36	31	11	17	25	17
		Special Ed.	1	12	75	8	17		
			2	12	67	17	17		
			3	12	58	17	17	8	
		Spec Ed. Speech/RSP	1	11	73	9	18		
			2	11	64	18	18		
			3	12	58	17	17	8	
		Foster	1	1	100				
			2	1				100	
			3	2	50	50			
		Homeless	1	2	50	50			
			2	5	40	40	20		
			3	4	50	25		25	
		GATE/Excel	1	17	6	47		29	18
			2	18			6	61	33
			3	17			18	47	35

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Robinson 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	RFEP	1	27	15	19	33	22	11
			2	23	26	13	13	22	26
			3	27	15	4	26	26	30
		EL + RFEP	1	41	44	12	22	15	7
			2	34	47	9	12	15	18
			3	37	35	3	22	19	22
		Special Ed.	1	4	50	25	25		
			2	3	33	33	33		
			3	3	33	33	33		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	2	50	50			
			3	2	50	50			
		Foster	1	2	50	50			
			2	3	100				
			3	2	100				
		Homeless	1	8	63	13	13	13	
			2	7	57	29	14		
			3	8	38	25	25	13	
		GATE/Excel	1	20		35	25	40	
			2	18		6	17	33	44
3	23			4	22	30	43		



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Robinson

Site Level Overall Performance Level Summary

20%
Beginning Stage

36%
Somewhat Developed

36%
Moderately Developed

9%
Well Developed

Site Level Domain Performance Level Summary

Listening

22% Beg.
60% Some/Mod.
17% Well Dev.

Speaking

13% Beg.
46% Some/Mod.
41% Well Dev.

Reading

39% Beg.
56% Some/Mod.
5% Well Dev.

Writing

23% Beg.
66% Some/Mod.
11% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	40%	30%	20%	10%	30%	60%	10%	30%	50%	20%	30%	70%	0%	60%	30%	10%
01	7%	57%	36%	0%	7%	93%	0%	21%	71%	7%	7%	93%	0%	14%	50%	36%
02	25%	38%	38%	0%	19%	56%	25%	19%	75%	6%	63%	19%	19%	44%	56%	0%
03	19%	37%	44%	0%	19%	70%	11%	11%	74%	15%	33%	63%	4%	19%	81%	0%
04	13%	43%	43%	0%	26%	61%	13%	9%	48%	43%	39%	61%	0%	26%	70%	4%
05	22%	33%	37%	7%	22%	48%	30%	11%	52%	37%	41%	59%	0%	19%	70%	11%
06	23%	32%	36%	9%	27%	64%	5%	9%	18%	68%	41%	50%	5%	23%	64%	9%
07	21%	18%	32%	29%	25%	36%	32%	11%	14%	68%	39%	46%	7%	14%	57%	21%
08	13%	44%	25%	19%	19%	63%	13%	6%	19%	69%	44%	38%	13%	6%	75%	13%

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Robinson K-8 Academy ▾

If TSI/ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> 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 above 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/TSI 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/TSI responsibilities.

Date Approved by SSC

11/18/25

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, 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/TSI targeted student groups.

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

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive 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/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

[Redacted area for comments]

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.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Elija la designación ▾

Elija el nombre de la escuela ▾

Si es TSI o ATSI, identifique los subgrupos::

- | | | |
|---|--|--|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI/TSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

** por sus siglas en inglés*

Fecha de aprobación por el SSC

11/18/25

Firma del director



Firma del presidente del SSC



Inequidad de recursos

Las escuelas elegibles para CSI, TSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Jackie Robinson K-8 Academy 2025 - 2026 Parent Home School Compact

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

The staff and parents/guardians at Robinson have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Robinson agree to implement the following activities:

As a *Student* I pledge to:

- Be ready to learn.
- 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.
- Read 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, Class Dojo, 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 learning by ensuring all work is completed and assignments are monitored with the support of CANVAS and ParentVue.

Parent Signature _____

As a *Teacher* I pledge to:

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

Teacher Signature _____

As a *Principal*:

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

Principal Signature _____



Jackie Robinson K-8 Academy

2025-2026 Pacto entre padres, hogar y escuela

Nuestro distrito valora profundamente la colaboración familiar como esencial para el éxito estudiantil. Los invitamos cordialmente y los animamos a participar en la educación de sus hijos. Para garantizar que podamos brindarles el mejor apoyo posible, les pedimos que programen sus citas con anticipación siempre que sea posible. Las reuniones se centrarán en las necesidades de su hijo/a y nos comprometemos a colaborar de forma respetuosa y orientada a la búsqueda de soluciones. Si necesitan apoyo con el idioma, asistencia con la programación u otras adaptaciones, estamos aquí para ayudarles.

El personal y los padres de familia/tutores en Robinson tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en Robinson están de acuerdo en implementar las siguientes actividades:

Como estudiante, me comprometo a:

- Estar listo para aprender.
- 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.
- 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, Class Dojo y mensajes informales conferencias (antes/después de la escuela) de manera oportuna.
- Discutir informes, conferencias, puntajes de exámenes, registros de lectura, tareas y notas, cada noche con mi estudiante de forma continua.
- Proporcionar un lugar de trabajo tranquilo, suficiente descanso y asistencia con sus tareas.
- Apoyar el aprendizaje preguntando a mis alumnos sobre sus experiencias de aprendizaje y controlando su asistencia.
- Ayude a los estudiantes con el aprendizaje asegurándose de que el trabajo se complete y las asignaciones son monitoreadas con el apoyo de CANVAS y ParentVue.

Firma del padre _____

Como maestro, me comprometo a:

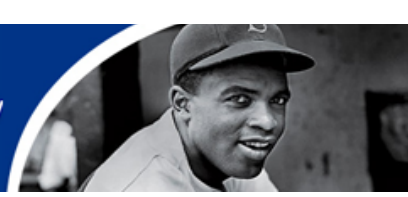
- Enseñar lecciones bien planificadas, rigurosas y desafiar a los estudiantes en los estándares a niveles de competencia iguales o superiores al nivel de grado.
- Comuníquese a través de algunas de estas opciones: SCHOOL MESSENGER, CANVAS, Class Dojo, conferencias, boletas de calificaciones, llamadas 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 acogedor para estudiantes, padres y maestros.
- Comunicar la misión, metas y objetivos de la escuela.
- Garantizar un aprendizaje seguro y ordenado.
- Invitar a los padres a participar en el aprendizaje, como Casa Abierta, Regreso a la Escuela, SSC/ELAC, asambleas de premios, promociones, boletines escolares, reuniones de directores y talleres para padres.
- Actuar como líder educativo que espera enseñanza y aprendizaje de alta calidad.
- Proporcione desarrollo del aprendizaje para maestros, padres y estudiantes.
- Proporcionar talleres que sean específicos para el conocimiento de los padres sobre programas y recursos que se alineen tarea y trabajo en clase.

Firma del director _____



Jackie Robinson K 8 Academy Parental Involvement Guidelines

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

PART I:

Jackie Robinson Academy agrees to implement the following requirements:

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

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

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



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

Topics include:

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

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

- i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title 1 Newsletter (School Parent Newsletter), at Back-to-School night, through electronic and telephonic communication methods. Ex. Teleparent, Schoolmessenger, ParentVue, CANVAS, etc.
1. At Meetings
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions
 2. Robinson will take the following actions to distribute to parents and the local community, the school's:
Parental Involvement Guidelines:
 - At a SSC and ELAC Meetings
 - In Parent Newsletters
 - At the Annual Title I Meeting
 - At Back to School Night
 3. Robinson will review and update as necessary its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - At SSC and ELAC meetings
 - Parent information meetings
 - School site council must vote to approve the guidelines
 4. Robinson will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and



parents' right to be involved

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

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

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

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

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

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

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

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

- At School Site Council meetings



PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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



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

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

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

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

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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

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

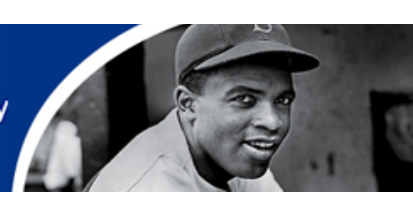
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation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



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

PART V. ADOPTION

This Robinson Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 09/30/2025 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, 2025. Jackie Robinson Academy, when feasible, will provide a copy of **these** Guidelines to parents in a language the parents can understand.



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

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

PARTE I:

Jackie Robinson Academy se compromete a implementar los siguientes requisitos: • Desarrollar conjuntamente con los padres y distribuir a padres de los niños participantes, la padrés participación Directrices para la en

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

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



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 años de pautas actividades de participación de los padres descritas en el Plan Único para el Rendimiento

- i. Invitar a otros padres y partes interesadas a asistir a la reunión
 - ii. Anuncie en el Boletín de Título 1 (Boletín Escolar para Padres), en Noche de Regreso a Clases, a través de comunicación electrónica y telefónica. Ex. Teleparent, School Messenger, ParentVue, CANVAS, etc.
1. En reuniones
 - i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, tome nota de los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario
 - ii. Escribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela
 - iii. Las traducciones orales y escritas estarán disponibles los padres españoles y khmer para permitir discusiones.

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

Pautas para la participación de los padres:

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

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

- En SSC y ELAC Reuniones



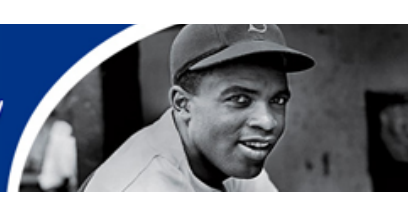
- Reuniones informativas para padres
 - El consejo escolar debe votar para aprobar la pautas
4. Robinson convocará una reunión pública anual del Título 1 para informar a los padres sobre lo siguiente:
- Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y derecho de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



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

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA LOS ESTUDIANTES DE ALTA ACADEMIA

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



temas como los siguientes:

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

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

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

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

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

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

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

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



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

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

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

PARTE V. ADOPCIÓN

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



programas del Título I, Parte A, y han sido acordadas por ellos. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 09/30/2025 y estarán vigentes por un período de 1 año. La escuela distribuirá las Pautas a todos los padres del 31 de diciembre 2025 o antes. Jackie Robinson Academy, cuando sea factible, proporcionará una copia de estas pautas a los padres en un idioma que los padres puedan entender.

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