



2023-2024

Bixby Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELAC Recommendations:

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

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

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

following fifteen components:

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

iReady ELA Stretch Growth All 38%, Black/AA 36%, EL 30%, Latin@ 37%. In our effort to accelerate learning, our teaching teams have been looking at the outcomes for stretch growth as it is an indicator of ways Bixby has been addressing our students academic needs. In iReady Reading, all targeted subgroups achieved stretch growth in the 30%ile, but our ELs achieved the least amount of stretch growth. These outcomes bring into question which teaching practices produced the best outcomes.

According to the 22/23FRSA (Spanish) results,
68% of all K-2nd grade students scored Overall Met
85% of all Black/AA students scored Overall Met
61% of all ELL students scored Overall Met
64% of all Latinx students scored Overall Met

According to the 22/23 iReady Reading results:
44% of all 3rd-5th grade students had a relative placement of Mid/Above placement by D3.
61% of all 3rd grade students had a relative placement of Mid/Above placement by D3. (22% in D1)
47% of all 4th grade students had a relative placement of Mid/Above placement by D3. (30% in D1)
23% of all 5th grade students had a relative placement of Mid/Above placement by D3. (15% in D1)

Sub-groups African-American students went from 7% Mid/Above placement in D1 to 23% in D3.
Hispanic students went from 19% Mid/Above placement in D1 to 41% in D3.
Female students went from 25% Mid/Above placement in D1 to 46% in D3.
Male students went from 20% Mid/Above placement in D1 to 41% in D3.
LowSES students went from 19% Mid/Above placement in D1 to 31% in D3.
EL+RFEP students went from 11% Mid/Above placement in D1 to 38% in D3.
SpecEd students went from 9% Mid/Above placement in D1 to 7% in D3.

According to the 22/23 SBAC ELA results:
65% of all students 3rd-5th grade students scored Met+Exceeded on the SBAC ELA.
63% of all students 3rd grade students scored Met+Exceeded on the SBAC ELA.
62% of all students 4th grade students scored Met+Exceeded on the SBAC ELA.
72% of all students 5th grade students scored Met+Exceeded on the SBAC ELA.

Sub-groups:
65% of all Hispanic students scored Met+Exceeded on the SBAC ELA.
48% of all African-American students scored Met+Exceeded on the SBAC ELA.
70% of all Female students scored Met+Exceeded on the SBAC ELA.
60% of all Male students scored Met+Exceeded on the SBAC ELA.
44% of all ELL students scored Met+Exceeded on the SBAC ELA.
56% of all LowSES students scored Met+Exceeded on the SBAC ELA.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

ACTION PLAN

Bixby plans to achieve these goals by providing focused programming for TK-2nd grade and 3rd-5th grades. The team will focus on elevating the literacy impact as follows: 1) engage in Quality Core Instruction cycles three times a year (e.g., Fall, Winter and Spring), 2) provide site professional development twice a month on specific literacy instructional strategies, 3) grade-level collaborative full-day planning days three times a year, and 4) Co-teaching model from literacy coaches every three weeks for a duration of two weeks per grade level. In addition, the team will also partner with OCIPD as a resource and follow district pacing guidelines. Teachers will implement direct and differentiated instruction based on student performance levels using standards-based instruction and best practices as per district-wide recommendation. Teachers will also engage in peer observations and walkthroughs.

PROGRESS MONITORING

Monitoring the effectiveness of our action plan on student achievement will take place at least three times throughout the academic school year (e.g., fall, winter, and spring) using district provided assessments and measures. Progress monitoring will also take place during teacher and collaborative planning and through professional development sessions with a specific focus on identified student subgroups (e.g., African American, English Language Learners, Two-or more races student performance). Teachers will also analyze student progress during school-wide professional development, through grade-level planning, and grade level meetings. The site literacy lead will continue to provide coaching support to 3rd-5th grade teachers in accordance to our learning cycles.

GOALS

All students will increase at least one year worth of academic growth in ELA or at least 15% overall growth of met/exceeded as measured by SBAC ELA. Students performing below grade level will increase more than one year of academic growth to close the gaps between their grade level mastery and overall achievement level.

SBAC - ELA measure:

By June 2024, all students will increase at least one year worth of academic growth in ELA or at least 5% overall growth of met/exceeded as measured by SBAC ELA.

By June 2024, 66% of all African-American students will achieve Met+Exceeds on the SBAC ELA.

By June 2024, 65% of all EL students will achieve Met+Exceeds on the SBAC ELA.

By June 2024, 83% of all Two- or more race students will achieve Met/exceeded on SBAC ELA.

By June 2024, 48% all of our SWD will achieve Met/Exceeded on SBAC ELA.

District - ELA measure:

By June 2024, all K-2nd grade students will achieve an Overall Met on the FRSA (Spanish).

By June 2024, all 3rd-5th graders will achieve one year's growth on the iReady ELA D3.

By June 2024, all African-American students will achieve at least one years growth on the iReady ELA D3.

By June 2024, all Two-or-more races will achieve at least one years growth on the iReady ELA D3.

By June 2024, all of our SWD will achieve at least one years growth on the iReady ELA D3.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

In our effort to accelerate learning, our instructional team has been looking at the outcomes for all students and subgroups by analyzing different assessment measures and data points. As a school we celebrate the areas where growth is evident and reflect on the systems and practices that need improvement. Our teaching teams will need to ask which practices are most effective and which practices harm our students.

According to the 22/23 iReady Math results:

31% of all 1st-5th grade students had a relative placement of Mid/Above placement by D3. (6% in D1)
42% of all 1st grade students had a relative placement of Mid/Above placement by D3. (4% in D1)
24% of all 2nd grade students had a relative placement of Mid/Above placement by D3. (4% in D1)
34% of all 3rd grade students had a relative placement of Mid/Above placement by D3. (9% in D1)
34% of all 4th grade students had a relative placement of Mid/Above placement by D3. (11% in D1)
22% of all 5th grade students had a relative placement of Mid/Above placement by D3. (6% in D1)

Sub-groups African-American students went from 2% Mid/Above placement in D1 to 18% in D3.

Hispanic students went from 4% Mid/Above placement in D1 to 27% in D3.

Female students went from 5% Mid/Above placement in D1 to 33% in D3.

Male students went from 8% Mid/Above placement in D1 to 30% in D3.

LowSES students went from 4% Mid/Above placement in D1 to 20% in D3.

ELL students went from 0% Mid/Above placement in D1 to 18% in D3.

SpecEd students went from 5% Mid/Above placement in D1 to 19% in D3.

According to the 22/23 SBAC Math results:

52% of all students 3rd-5th grade students scored Met+Exceeded on the SBAC Math.

59% of all students 3rd grade students scored Met+Exceeded on the SBAC Math.

58% of all students 4th grade students scored Met+Exceeded on the SBAC Math.

35% of all students 5th grade students scored Met+Exceeded on the SBAC Math.

Sub-groups:

50% of all Hispanic students scored Met+Exceeded on the SBAC Math.

16% of all African-American students scored Met+Exceeded on the SBAC Math.

51% of all Female students scored Met+Exceeded on the SBAC Math.

53% of all Male students scored Met+Exceeded on the SBAC Math.

19% of all ELL students scored Met+Exceeded on the SBAC Math.

40% of all LowSES students scored Met+Exceeded on the SBAC Math.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

GOALS
All students will increase at least one year worth of academic growth in MATH or at least 16% overall growth of met/exceeded as measured by SBAC MATH. Students performing below grade level will increase more than one year of academic growth to close the gaps between their grade level mastery and overall achievement level as measured by iREADY Math assessment.

SBAC - Math measure:
By June 2024, all students will increase at least one year worth of academic growth in MATH or at least 16% overall growth of met/exceeded as measured by SBAC MATH.
By June 2024, 67% of all 3rd-5th graders will achieve Met+Exceeds on the SBAC Math.
By June 2024, 44% of all African-American students will achieve Met+Exceeds on the SBAC Math.
By June 2024, 43% of all ELL students will achieve Met+Exceeds on the SBAC Math.
By June 2024, 77% of all Two- or more race students will achieve Met/exceeded on SBAC Math.
By June 2024, 51% all of our SWD will achieve Met/Exceeded on SBAC Math.

District - math measure:
By June 2024, all K-5th graders will achieve at least one years growth on the iReady Math D3
By June 2024, all African-American students will achieve at least one year's growth on the iReady Math D3.
By June 2024, all Two- or more race students will achieve at least one year's growth on the iReady Math D3.
By June 2024, all EL students will achieve at least one year's growth on the iReady Math D3.
By June 2024, all of our SWD will achieve at least one year's growth on the iReady Math D3.

ACTION PLAN
 Bixby plans to achieve these goals by providing focused programming for TK-2nd grade and 3rd-5th grades. The team will focus on elevating the mathematical concept development and impact as follows: 1) engage in Quality Core Instruction cycles three times a year (e.g., Fall, Winter and Spring), 2) provide site professional development twice a month on specific math instructional strategies, 3) grade-level collaborative full-day planning days three times a year, and 4) Co-teaching model from site coaches every three weeks for a duration of two weeks per grade level. In addition, the team will also partner with OCIPD as a resource and follow district pacing guidelines. Teachers will implement direct and differentiated instruction based on student performance levels using standards-based instruction and best practices as per district-wide professional development. Teachers will also engage in peer observations and walkthroughs in order to calibrate instructional practices.

PROGRESS MONITORING
 Monitoring the effectiveness of our action plan on student achievement will take place at least three times throughout the academic school year (e.g., fall, winter, and spring) using district provided assessments and measures. Progress monitoring will also take place during teacher and collaborative planning and through professional development sessions with a specific focus on identified student subgroups (e.g., African American, English Language Learners, Two-or more races student performance). Teachers will also analyze student progress during school-wide professional development, through grade-level planning, and grade level meetings. Teachers will engage in learning cycles to analyze outcomes pertaining to the aforementioned student sub groups. The math site lead will continue to provide coaching support to 3rd-5th grade teachers in accordance to our learning cycles.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

In the 22/23 school year, Bixbys ELPAC scores showed an increase in the areas of Moderately Developed (8% > 49%) and Well Developed (11% > 18%) Overall, there's a 2% well developed proficiency in the writing domain, and 10% well developed proficiency in reading. Overall, Bixby students have underperformed in the areas of Reading and Writing on the ELPAC assessment. Our EL low performance is also evident in State and district-wide assessments.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

EL GOALS

By the fall of 2024, all EL students will show at least one level of growth in each domain of the ELPAC
By the fall of 2024, all EL students will show at least one level of growth in the areas of Reading and Writing.
By June 2024, 65% of all EL students will achieve Met+Exceeds on the SBAC ELA.
By June 2024, 43% of all EL students will achieve Met+Exceeds on the SBAC Math.

ACTION PLAN

Bixby plans to achieve these goals by providing professional development to all certificated staff in the domains of the ELPAC, as well as providing the team with opportunities to practice the learned content.
The team will also partner with OCIPD as a resource with expertise in the ELlevation platform, so that our staff can follow through with implementation and progress monitoring with the intent of reclassifying all of our EL student. A team of teacher leaders who attended conferences to be trained in language acquisition and development strategies will deliver training on best practices to all teaching staff.
The team will also engage in regular and consistent learning cycles to ensure that our students are receiving Quality Core Instruction. Teachers will engage in learning cycles to analyze data pertaining to ELs per grade level including peer observations and walkthroughs.

PROGRESS MONITORING

Teachers will use ELPAC outcomes and the ELlevation platform to monitor progress of ELs, as well as use platform tools to differentiate instruction and elevate student engagement. Progress monitoring will also take place during staff meetings, grade-level meetings, collaborative planning and through professional development sessions.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Our overall results in the areas of Agency, Belonging, and Identity are relatively positive. The subgroup who reports experiencing less of a sense of belonging are our Black/African-American students (69% favorable response).

According to the 22/23 Panorama CORE Survey, in the area of Sense of Belonging, 79% of 4th-5th graders reported a positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings:
On the item: Do you feel close to people at work? 65% responded positively.

According to the 22/23 Panorama CORE Survey, in the area of Safety, 66% of 4th-5th graders reported feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.

On the item (safety): Do other kids at school spread mean rumors or lies about you? 59% of students responded positively.
On the item (safe & civil): I hear students use bad words at school? 19% students responded favorably, which is a 4% drop from previous year.
On item (belonging): Do you feel close to people at school? 66% of students responded favorably, which is a 1% increase from previous year.

According to the PULSE spring 2023 survey:
58% of 4th and 5th grades reported favorably to the item (belonging): "how easy is it to make friends at your school?" which is the same as the previous year.
44% of 4th and 5th graders responded favorably to the item (agency): "how much respect do students at your school show you?" which is a 7% increase from the previous year

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

CLIMATE GOALS
Our goal is to notice at least 10% more favorable responses in the area of Belonging by the end of this year.
By June 2024, 87% of all 4th-5th graders will respond favorably to Sense of Belonging questions OR at least a 10% increase in favorable responses.
By June 2024, our African American students will increase to at least 79% to belonging-type questions.
By June 2024, 99% of all 4th-5th graders will respond favorably to Identity related questions.
By June 2024, 91% of all 4th-5th graders will respond favorably to Agency related questions

ACTION PLAN
Provide school-wide implementation of Harmony SEL curriculum. Provide teacher training, planning time, and co-teaching opportunities for teachers. During the 2023-2024 academic year, teachers will receive training regarding Harmony SEL daily practices. Staff will receive coaching support from SEL Facilitator on a monthly-basis. The School counselor will implement attendance and character trait assemblies to increase student engagement. The SEL Facilitator, and School/Climate committee will implement school-wide practices aligned to CASEL domains to increase students' sense of belonging as measured in the CORE and PULSE survey.

PROGRESS MONITORING
Monitoring the effectiveness of our action plan on culture and climate improvement will take place three times throughout the academic school year (e.g., fall, winter, and spring) using CORE and PULSE survey data. Progress monitoring will also take place during teacher and collaborative planning meetings and through professional development sessions with a specific focus on identified student subgroups (e.g., African American, English Language Learners, Two-or more races student performance), etc. Teachers will engage in learning cycles to analyze data pertaining to the aforementioned student sub groups. The SEL facilitator and school counselor will provide support to teachers and students as needed per identified area.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2023, all K-2nd grade students will achieve an Overall Met on the FRSA (Spanish). By June 2023, all 3rd-5th graders will achieve one years growth on the iReady ELA D3. By June 2023, all African-American students will achieve at least one years growth on the iReady ELA D3. By June 2023, all Hispanic students will achieve at least one years growth on the iReady ELA D3. By June 2023, all female students will achieve at least one years growth on the iReady ELA D3. By June 2023, all male students will achieve at least one years growth on the iReady ELA D3. By June 2023, all LowSES students will achieve at least one years growth on the iReady ELA D3. By June 2023, all EL+RFEP students will achieve at least one years growth on the iReady ELA D3.</p>	Goal Partially or Not Met	Although progress was made towards goal attainment, the stated Goal was not met due to delays in trainings (e.g., CABE conference in Spring vs. Fall), and teachers needed more time to learn the Quality Core Instruction cycles, more time for effective collaboration and coaching to assess student needs, and implement strategies.	<p>For the 2023-2024 school year, we will:</p> <p>Provide focused programming for TK-2nd and 3rd-5th grade. TK-2nd grades will focus on elevating Literacy impact as follows:</p> <ul style="list-style-type: none"> -Quality Core Instruction cycles three times a year (e.g., Fall, Winter and Spring) -Site professional development twice a month on specific literacy instructional strategies, -grade-level collaborative full-day planning days three times a year, and a -co-teaching model from literacy coaches every three weeks for a duration of two weeks per grade level. -Intervention support in the form of small group and/or after school tutoring to identified subgroups (e.g., SWD, ELs, etc).

By June 2023, all SpecEd students will achieve at least one years growth on the iReady ELA D3.

By June 2023, 78% of all 3rd-5th graders will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 77% of all 3rd graders will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 71% of all 4th graders will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 89% of all 5th graders will achieve Met +Exceeds on the SBAC ELA.

Sub Groups: By June 2023, 75% of all Hispanic students will achieve Met+Exceeds on the SBAC ELA.

By June 2023, 55% of all African-American students will achieve Met+Exceeds on the SBAC ELA.

By June 2023, 84% of all Female students will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 72% of all Male students will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 61% of all EL students will achieve Met +Exceeds on the SBAC ELA.

By June 2023, 70% of all LowSES students will achieve

	<p>Met+Exceeds on the SBAC ELA.</p> <p>Bixby plans to achieve these goals by providing professional development to the Instructional Leadership Team in student engagement and then providing the team with opportunities to deliver the learned content. The team will also partner with OCIPD as a resource with expertise in the ELlevation platform, so that our staff can follow through with implementation. A team of teacher leaders will also attend CAFE for professional development and then deliver the content to the larger team. The team will also engage in regular and consistent learning cycle to ensure that our students are receiving Quality Core Instruction.</p>			
Math	<p>1) By June 2023, all K-5th graders will achieve at least one years growth on the iReady Math D3. By June 2023, all African-American students will achieve at least one years growth on the iReady Math D3. By June 2023, all Hispanic students will achieve at least one years growth on the iReady Math D3. By June 2023, all female students will achieve at</p>	<p>Goal Partially or Not Met</p>	<p>Goal was not met due to teachers needing more time to learn the Quality Core Instruction cycles, more time for effective collaboration and coaching to assess student needs, and implement strategies.</p>	<p>For the 2023-2024 school year, we will: Provide focused programing for TK-2nd and 3rd-5th grade. 3rd-5th grades will focus on elevating positive impact in mathematical as follows: Quality Core Instruction cycles three times a year (e.g., Fall, Winter and Spring), Site professional development twice a month on specific mathematics instructional strategies, grade-level collaborative full-day planning days three times a year, and a co-teaching model from literacy coaches every three weeks for a</p>

least one years growth on the iReady Math D3.By June 2023, all male students will achieve at least one years growth on the iReady Math D3.By June 2023, all LowSES students will achieve at least one years growth on the iReady Math D3.By June 2023, all EL students will achieve at least one years growth on the iReady Math D3.By June 2023, all SpecEd students will achieve at least one years growth on the iReady Math D3.By June 2023, 59% of all 3rd-5th graders will achieve Met+Exceeds on the SBAC Math.By June 2023, 63% of all 3rd graders will achieve Met +Exceeds on the SBAC Math.By June 2023, 56% of all 4th graders will achieve Met+Exceeds on the SBAC Math.By June 2023, 58% of all 5th graders will achieve Met +Exceeds on the SBAC Math.Sub Groups: By June 2023, 55% of all Hispanic students will achieve Met+Exceeds on the SBAC Math.By June 2023, 37% of all African-American students will achieve Met+Exceeds on the SBAC Math.By June 2023, 58% of all Female students will achieve Met+Exceeds on the SBAC Math.By June 2023, 61%

duration of two weeks per grade level. Intervention support in the form of small group and/or after school tutoring to identified subgroups (e.g., SWD, ELs, Black/African American, etc).

of all Male students will achieve Met+Exceeds on the SBAC Math.By June 2023, 37% of all EL students will achieve Met +Exceeds on the SBAC Math.By June 2023, 49% of all LowSES students will achieve Met +Exceeds on the SBAC Math.

Bixby plans to achieve these goals by providing professional development to the Instructional Leadership Team in student engagement and then providing the team with opportunities to deliver the learned content. The team will also partner with OCIPD as a resource with expertise in the ELlevation platform, so that our staff can follow through with implementation. Grade level teams will also engage in unit studies, standard studies, and lesson studies. Throughout these processes, the team will also engage in regular and consistent learning cycles to ensure that our students are receiving Quality Core Instruction.

English Learner	<p>1) By the fall of 2023, all EL students will show at least one level of growth in each domain of the ELPAC. By the fall of 2023, all EL students will show at least one level of growth in the areas of Reading and Writing. By June 2023, 61% of all EL students will achieve Met+Exceeds on the SBAC ELA. By June 2023, 37% of all EL students will achieve Met +Exceeds on the SBAC Math.</p> <p>Bixby plans to achieve these goals by providing professional development to the Instructional Leadership Team in student engagement and then providing the team with opportunities to deliver the learned content. The team will also partner with OCIPD as a resource with expertise in the ELlevation platform, so that our staff can follow through with implementation. A team of teacher leaders will also attend CABA for professional development and then deliver the content to the larger team. The team will also engage in regular and consistent learning cycles to ensure that our students are receiving Quality Core Instruction.</p>	Goal Partially or Not Met	Goal was not met due to instructional team needing more time to be trained by ELlevation system, more coaching opportunities for data tracking and implementation of EL strategies. Language strategies learned at CABA conferences happened in late Spring instead of Fall.	For the 2023-2024 school year, we will: Provide focused programming for TK-2nd and 3rd-5th grade. TK-2nd grades will focus on elevating Literacy impact as follows: Quality Core Instruction cycles three times a year (e.g., Fall, Winter and Spring), Site professional development twice a month on specific literacy instructional strategies, grade-level collaborative full-day planning days three times a year, and a co-teaching model from literacy coaches every three weeks for a duration of two weeks per grade level. Intervention ELPAC support in the form of small group and/or after school tutoring to identified subgroups.
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Culture/Climate	1) By June 2023, 84% of all 4th-5th graders will respond favorably to Sense of Belonging questions. On the item: Do you feel close to people at work? 71% of all 4th-5th graders will respond favorably. By June 2023, 80% of all 4th-5th graders will respond favorably to Safety questions. On the item: Do other kids at this school ever tease you about what your body looks like? only 61% of students will respond positively. In the area of Attendance, Bixby's Attendance Team will work to raise attendance rates by at least 8% for all students, by June 2023.	Goal Partially or Not Met	Goal was not met due to lack of and/or inconsistent school-wide SEL curriculum, lack of personnel to address specific student-need and behavioral issues, lack of staff training on SEL curriculum.	Provide school-wide implementation of Harmony SEL curriculum. Provide teacher training, planning time, and co-teaching opportunities for teachers. During Fall 2023, teacher will receive training regarding Harmony SEL daily practices. Staff will receive coaching support from SEL Facilitator on a monthly-basis. SEL Facilitator will implement school-wide practices aligned to CASEL domains to increase students' sense of belonging as measured in CORE and PULSE survey.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Representative staff members will attend and participate in professional development conference opportunities, including the Association of Two-Way Dual Language Educators (ATDLE). Representatives will return and provide training to colleagues based on knowledge gained from conferences. (SM 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
To enhance our Spanish and English language arts instruction, and to support small group instruction, supplemental materials will be purchased from the Maravillas! and Wonders! program. (SM 3)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

We are anticipating the need for a significant increase in social-emotional support as we return to in-person instruction due to the pandemic. Additional Counselor time (.2 FTE) will enable students to have more access to small group counseling sessions, additional opportunities for the counselor to hold Student Success Team meetings, and work with students and families to improve attendance. The counselor will organize attendance celebrations for individual students who meet attendance goals, and whole classes that reach attendance goals. The counselor will meet with parents to address low level academic needs in the Response to Intervention system. The counselor will coordinate Student Success Team meetings to look deeper into academic and behavior challenges which impede student progress. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Professional development release days for all teachers to engage in data analysis and purposeful planning. PD release days will happen in connection with the scope and sequence as detailed in curriculum Unit Guides. To be lead by the principal, Instruction/Intervention Coordinator and Literacy Specialists. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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>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</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</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>Supplemental Reading materials matched to</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</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 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.</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>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.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady: My Path</p> <p>Reading A-Z & Raz Plus</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 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 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>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning 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>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 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-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<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>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p> <p>iREADY: My Path</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
According to our SBAC ELA data, our students with disabilities (SWD) are significantly underperforming in comparison to our school average.	To increase ELA outcomes for our students with disabilities (SWD), we will provide after-school intervention using SONDAY program.	SWD	Title 1 \$2,000	09/01/2023-06/15/2024	RSP teacher	SBAC ELA data, formative and summative assessments, and exit slips.
According to the SBAC math , Black/African American and EL students are significantly underperforming in comparison to our school average.	To increase math outcomes for our Black/African American and EL students, intervention support will be provided in the form of small group and/or tutoring, as well as parent workshops.	ELLs, Black/African American students, and parents	Title 1 \$15, 000	09/01/2023-06/15/2024	Instructional staff, and principal,	SBAC math data, formative and summative assessments, and exit surveys.

Data shows EL Chronic absenteeism is higher in comparison to the school and district average.	To increase attendance rates for our EL population, we will continue to have attendance assemblies, parent-meetings with counselor to provide resources and support, and incentives to recognize perfect attendance.	ELLs and parents	Title 1 \$1,500	09/01/2023-06/15/2024	counselor and principal	Attendance reports, CORE and PULSE surveys.
EL students are underperforming in their ELPAC and state assessments. ELAC advisement included parent workshops and intervention for EL students.	To support EL student outcomes in ELA, intervention support will be provided in the form of small group and/or tutoring, as well as parent workshops. Teachers will continue to implement strategies/tools from the ELlevation platform.	English Language Learners (ELLs)	Title 1 \$10,000	09/01/2023-06/15/2024	instructional staff	ELPAC, state, formative and summative assessments.

Developing capacity with dual language instruction. Core Curriculum 100	Representative staff members will attend and participate in professional development conference opportunities, including the Association of Two-Way Dual Language Educators (ATDLE). Representatives will return and provide training to colleagues based on knowledge gained from conferences.	Targeted Staff, All Students	Title 1 \$12,000 Services - Title 1 100%	08/15/2023 - 08/14/2024 Trimester	Principal	Classroom walkthroughs, collaborative data analysis, exit slips Core Curriculum 100
Spanish and English math instruction. SBAC Math 50, Core Curriculum 50	To support our student outcomes in Math and to support small group instruction, supplemental materials will be purchased from the Engage NY program.	Hispanic, African-American, English Learners	Title 1 \$15,000 Materials - Title 1 100%	08/29/2023 - 06/20/2024 Other	Principal	Collaborative data analysis, classroom walkthroughs SBAC Math 50, Core Curriculum 50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In semester two, the counselor and the principal provide school tours to prospective TK and Kindergarten families. They explain the process for completing required enrollment process, and provide a brief overview of the Dual Immersion program at Bixby.	In semester two, after LBUSD Education Celebration, all families of 5th grade students are invited to a parent meeting to explain the process for school of choice application, and students are invited to an assembly to teach student the process for selecting a Middle School. Students and families are explained the process for middle school acceptance. The counselor reaches out to all families to ensure a 100% completion rate for the middle school application process.	no data

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
According to CORE and PULSE survey data, students need support in increasing a sense of belonging, developing agency, and feeling a sense of safety.	To address and increase the student outcomes for the identified needs in the CORE and PULSE survey, we will provide quarterly scheduled school spirit events. Provide principal and responsible staff member (s) with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed for the student events.	LCFF \$2,000	09/01/2023-06/15/2024	Principal, and support staff	PULSE and CORE survey data, and discipline data.
According to CORE and PULSE survey data, students need support in increasing a sense of belonging, developing agency, and feeling a sense of safety.	To address the needs identified in the CORE and PULSE survey, we will develop a site specific and kid-friendly media channel featuring content addressing the areas of need as reposted on the survey results (e.g., getting along, friendship, respect, safety, etc). The content will be educational and practical reinforcing goals and expectations for school culture and climate.	LCFF \$5,000	09/01/2023-06/15/2024	Principal, and support staff	PULSE and CORE survey data, and discipline data.

To address any social emotional conflicts that arise on the playground, Bixby will allocate intervention funding for the upcoming school year towards support in the form of Recreation Staff. Their role is to ensure a healthy and safe campus environment through quality supervision before school, during lunch and after school.		LCFF	08/21/23-06/20/24	A. Buford-Howards E. De Dios D. Jackson B. Jones D. Menchaca K. Nelson M. Spigner V. Thompson	Health Office Reports Office Referrals Pulse Survey CORE Survey
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Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Dual Immersion Guidig Principles Language Acquisition Strategies Core Curriculum 100	Teachers will engage in after school PD for Dual Immersion instructional practices to address the specific philosophical needs of a Dual Immersion program.	Title 1 \$6,485 Teacher Hourly Extra Comp (25) for 3 hours annually - Title 1 100%	08/29/2023 - 06/20/2024 Trimester	Principal IIC TOSA Instructional Leadership Team	Principal IIC Instructional Leadership Team

To support collective efficacy and work in the area of LBUSD Understanding & Expectations 5. Core Curriculum 100	Professional development release days for all teachers to engage in data analysis and purposeful planning. PD release days will happen in connection with the scope and sequence as detailed in curriculum Unit Guides. To be lead by the principal, Instruction/Intervention Coordinator and Literacy Specialists. Professional Development will take place during the day and may take place after school, as well.	LCFF \$21,169 Title 1 \$15,203 Teacher Hourly Extra Comp (23) for 3 hours annually - LCFF 100% Substitute teacher full day (20) for 6 days - LCFF 50%; Title 1 50%	08/29/2023 - 06/14/2024 Monthly	Principal Released Teachers & Grade Level Teams	Principal Substitute Records Other Team Accountability Documentation
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in site and district based professional development training based upon data analysis, student needs, teacher interest, and aligned with school and district goals. Our instructional leadership team provides valuable input based upon classroom visits and data analysis. The instructional leadership team meets weekly. In addition, we have the following committees at BIXBY to support all aspects of school goals: elected teachers to represent school teacher voice in the School Site Council (SSC), community connection, grade level representatives, SEL committee, Teacher Council Rep, Social Committee, and Student Council Advisors. These committees meet monthly to accomplish school goals. Grade level meetings occur monthly with a focus on monitoring student progress and move through the learning cycles. All teachers collaborate with Principal, Counselor, School Psychologist and specialists through SST and IEP processes to create plans for impacted students.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents have requested for the school to help address needs with Dual Language instruction.	Resource packets and/or digital resources.	Parent Involvement Funding \$1440 (3008) Title 1 Funding \$2500 (3010)	August 2023 through June 2023	Teaching staff, and principal.	FRSA data, CSA data, iREADY and SBAC data, and exit surveys.
Parents have requested for the school to help address needs with EL reclassification (ELAC Recommendation).	Resource packets and/or digital resources.	Parent Involvement Funding \$250 (3008)	August 2023 through June 2023	Principal, Counselor and SEL Facilitator.	ELPAC data, reclassification rate, exit surveys and parent attendance at workshops.

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)	183876
Title I Parent and Family Involvement (3008)	1690

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; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	25340

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Social Worker: Foster Care

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

Behavior Specialist

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

Male and Female Leadership Academy

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

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

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

Homework Helpline 562.437.2859

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

Travel/Conferences

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

Education Celebration

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

CORE

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

Data PD / Summer Admin PD

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

Supplemental Examinations

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

achievement and skill acquisition.

Kinder Festivals

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

Robotics

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

SEAL Summer Program

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

APEX Online

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

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Agustin Vieyra	
Staff	Classroom Teacher	Nehiva Gastelum	06-14-2024
Staff	Classroom Teacher	Patrick Wilkerson	06-14-2024
Staff	Classroom Teacher	Soraya Castillo	06-14-2025
Staff	Non Classroom Teacher	Daisy Garcia	06-14-2024
Community	Parent	Salina [REDACTED]	06-14-2024
Community	Parent	Sami [REDACTED]	06-14-2024
Community	Parent	Kerri [REDACTED]	06-14-2025
Community	Parent	Anda [REDACTED]	06-14-2025
Community	Parent	Tony [REDACTED]	06-14-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Stacy [REDACTED]
DELAC Representative	Parent of EL Student (required)	Mayra [REDACTED]
Principal or Designee	Staff Member (required)	Agustin Vieyra
Secretary	Staff Member (required)	Daisy Garcia

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?	11/08/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - Clear and explicit communication of what type of assessment (either initial or summative ELPAC) and when the assessment will be administered. - ELPAC test resources for students - ELPAC test resources for parents - Supplemental resources for at-home parent support - Student roadmap for student support - Tiered support for students by grade level
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 RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: CORE and PULSE survey data, iREADY (Math and ELA), and FRSA data

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023
6. What was SSC's response to ELAC recommendations?	SSC approved all ELAC Recommendations as stated in the ELAC Recommendation form.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/04/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/29/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

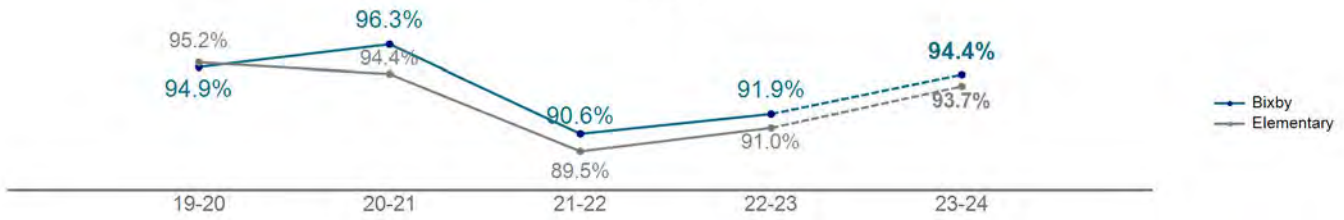
Printed Name: _____ Date: _____

ELAC Chair: _____

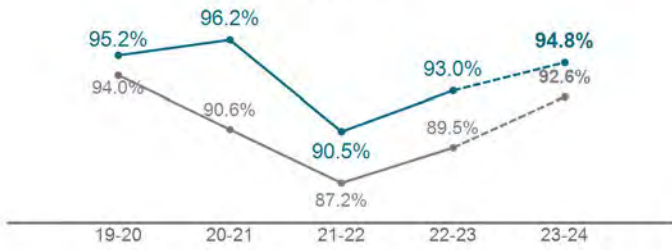
Printed Name: _____ Date: _____

Attendance Rate

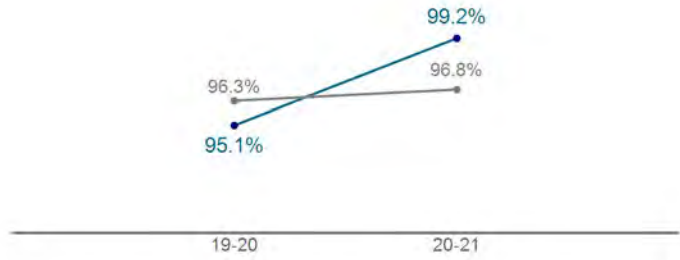
**Bixby
All Students
N = 550**



**African American
N = 54**



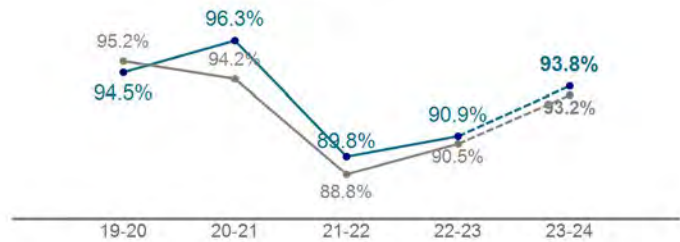
Asian



Filipino

Subgroup with fewer than 20 students.

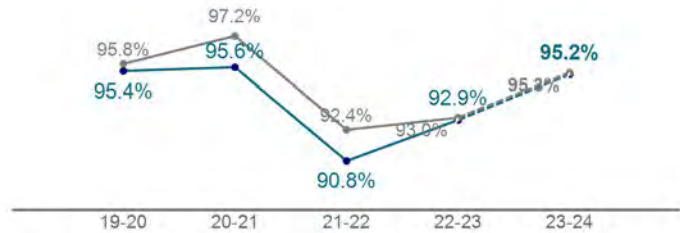
**Hispanic
N = 330**



Pacific Islander

Subgroup with fewer than 20 students.

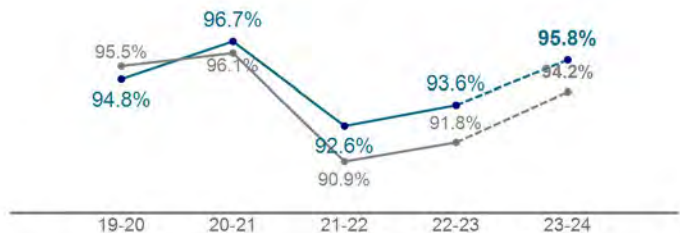
**White
N = 88**



Native American

Subgroup with fewer than 20 students.

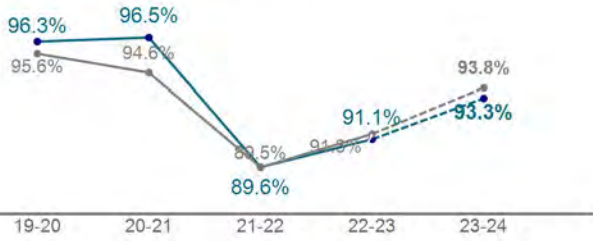
**Other
N = 61**



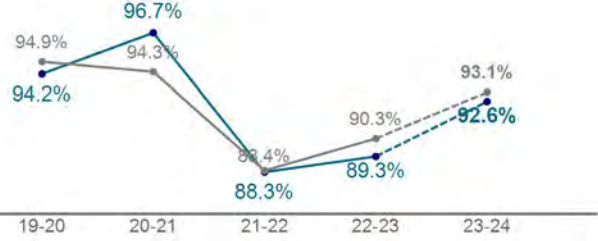
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

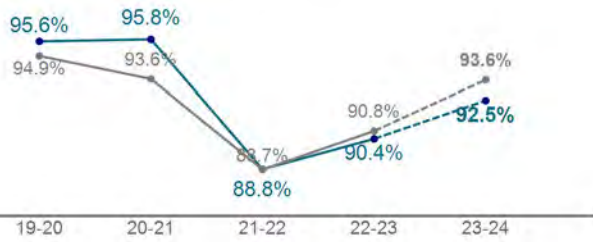
EL + RFEP
N = 67



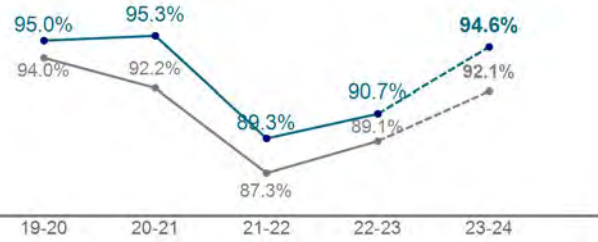
Low SES
N = 198



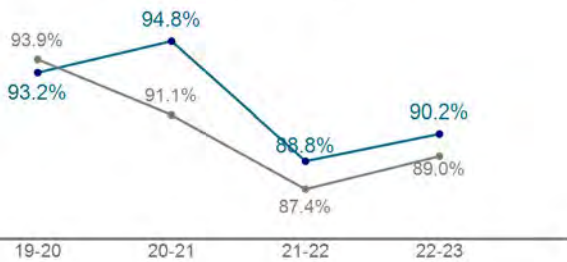
English Learner
N = 58



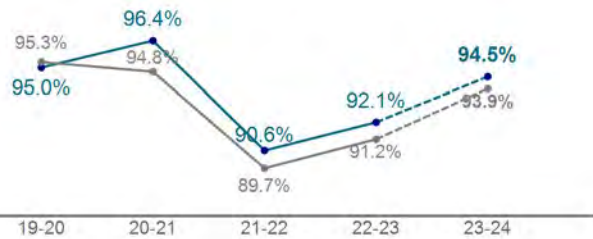
Special Education
N = 48



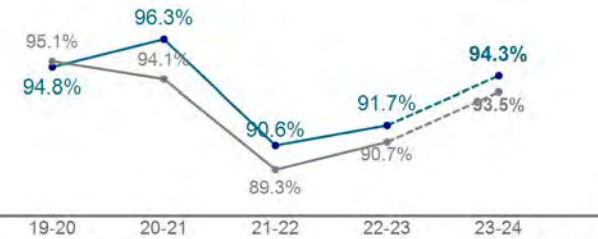
Homeless or Foster Youth



Female
N = 269



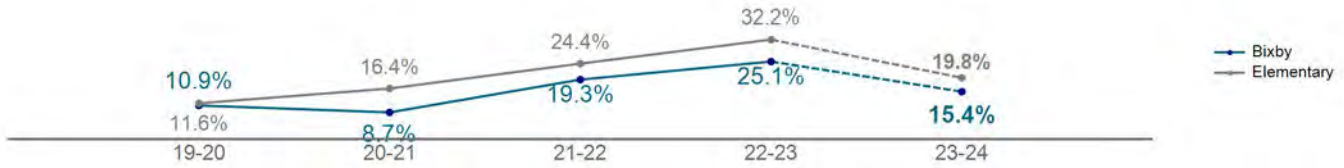
Male
N = 281



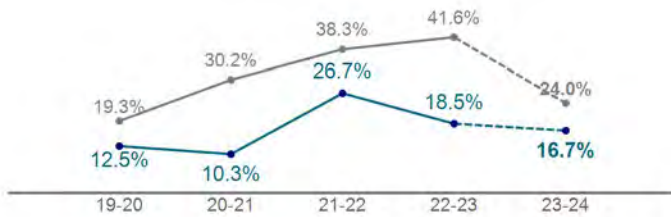
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

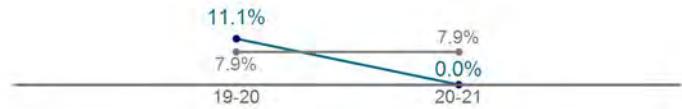
**Bixby
All Students
N = 547**



**African American
N = 54**



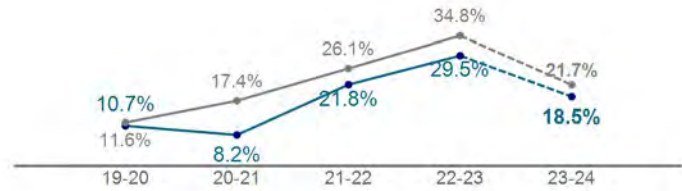
Asian



Filipino

Subgroup with fewer than 20 students.

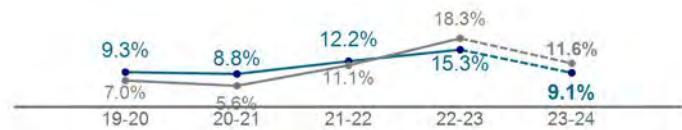
**Hispanic
N = 329**



Pacific Islander

Subgroup with fewer than 20 students.

**White
N = 88**



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

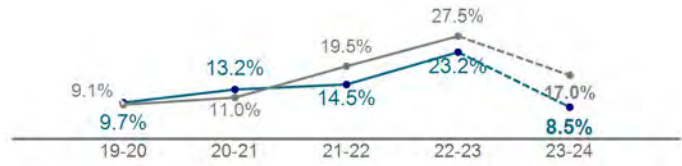
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

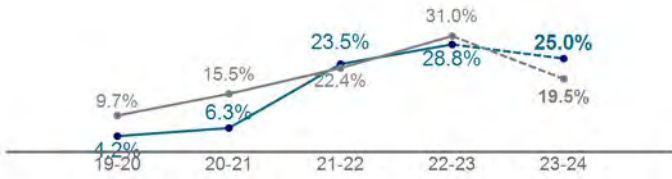
N = 59



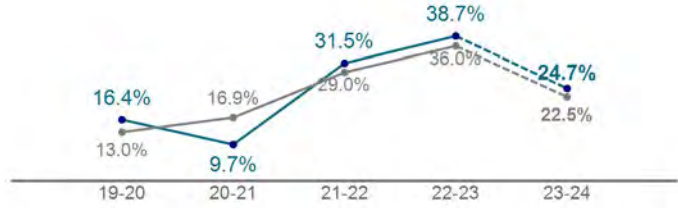
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

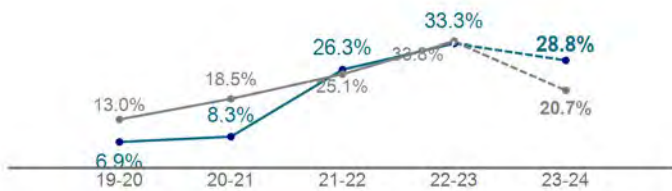
EL + RFEP
N = 68



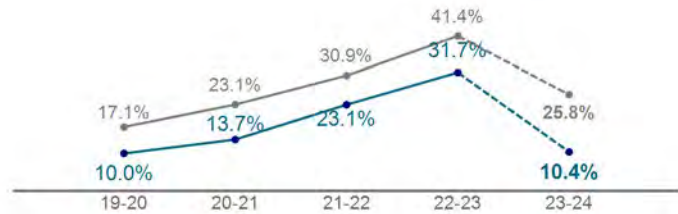
Low SES
N = 198



English Learner
N = 59



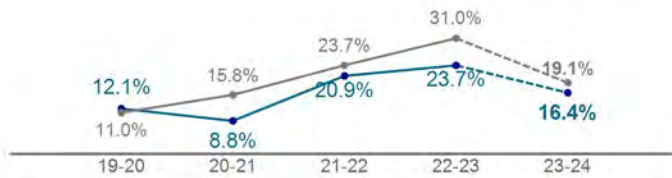
Special Education
N = 48



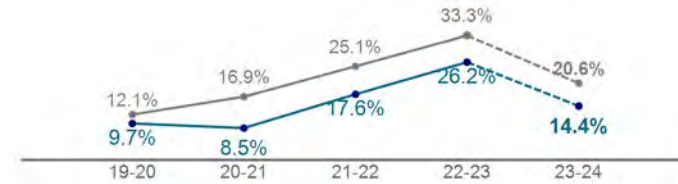
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 269



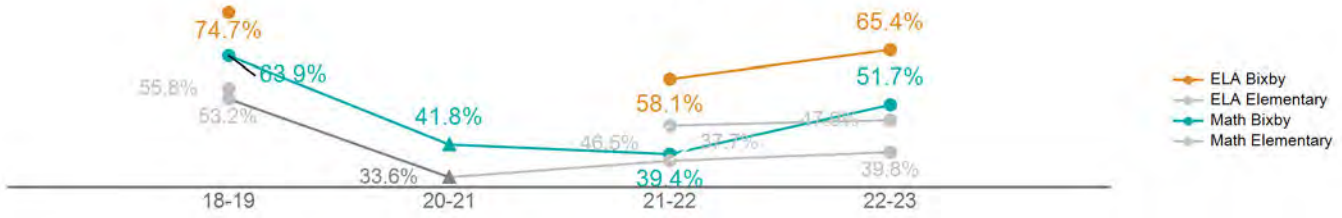
Male
N = 278



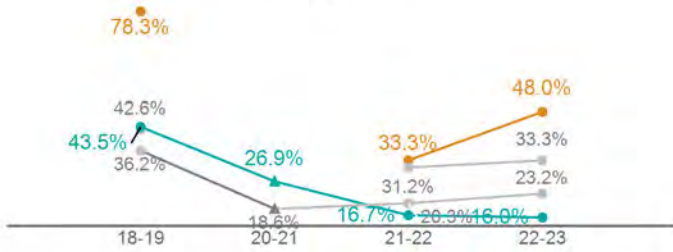
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Bixby
All Students
N = 234**



**African American
N = 25**



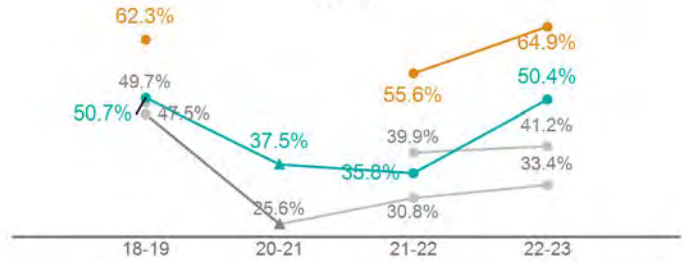
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

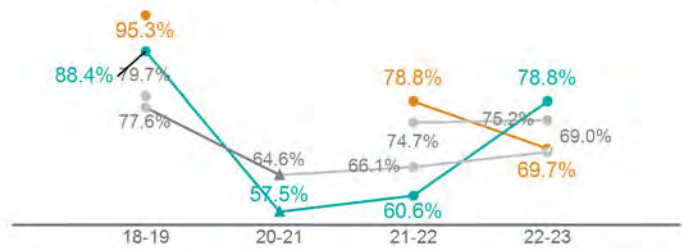
**Hispanic
N = 131**



Pacific Islander

Subgroup with fewer than 20 students.

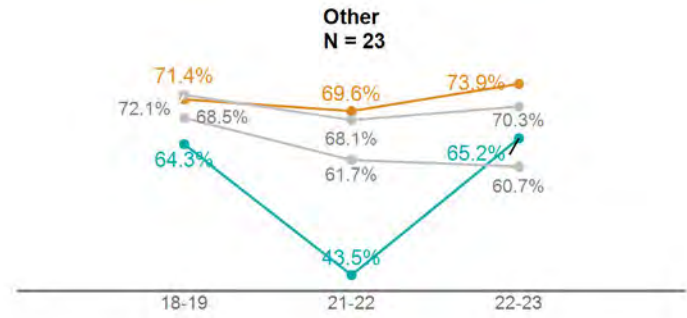
**White
N = 33**



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

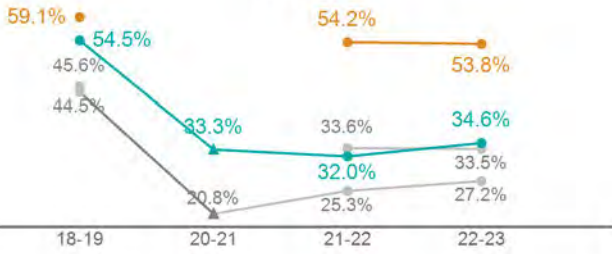
Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

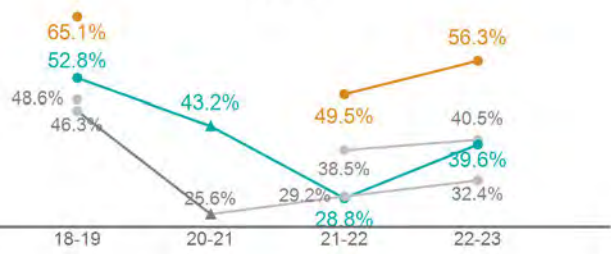


Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP
N = 26



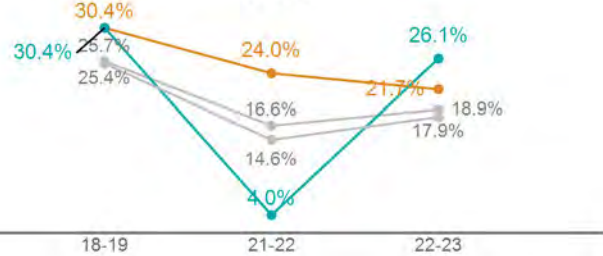
Low SES
N = 96



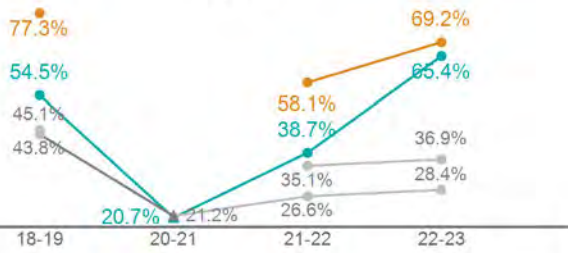
English Learner

Subgroup with fewer than 20 students.

Special Education
N = 23



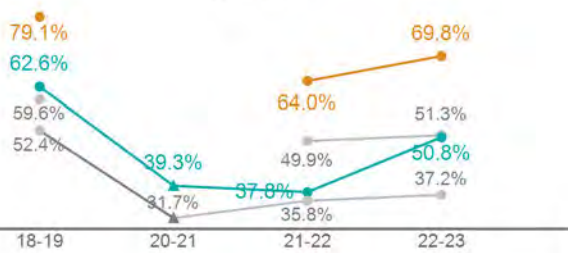
Homeless
N = 26



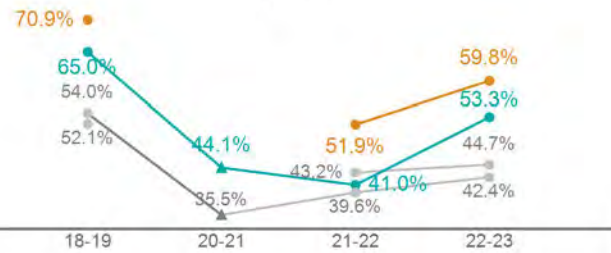
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 126



Male
N = 107



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2023

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

SBAC ELA 2023

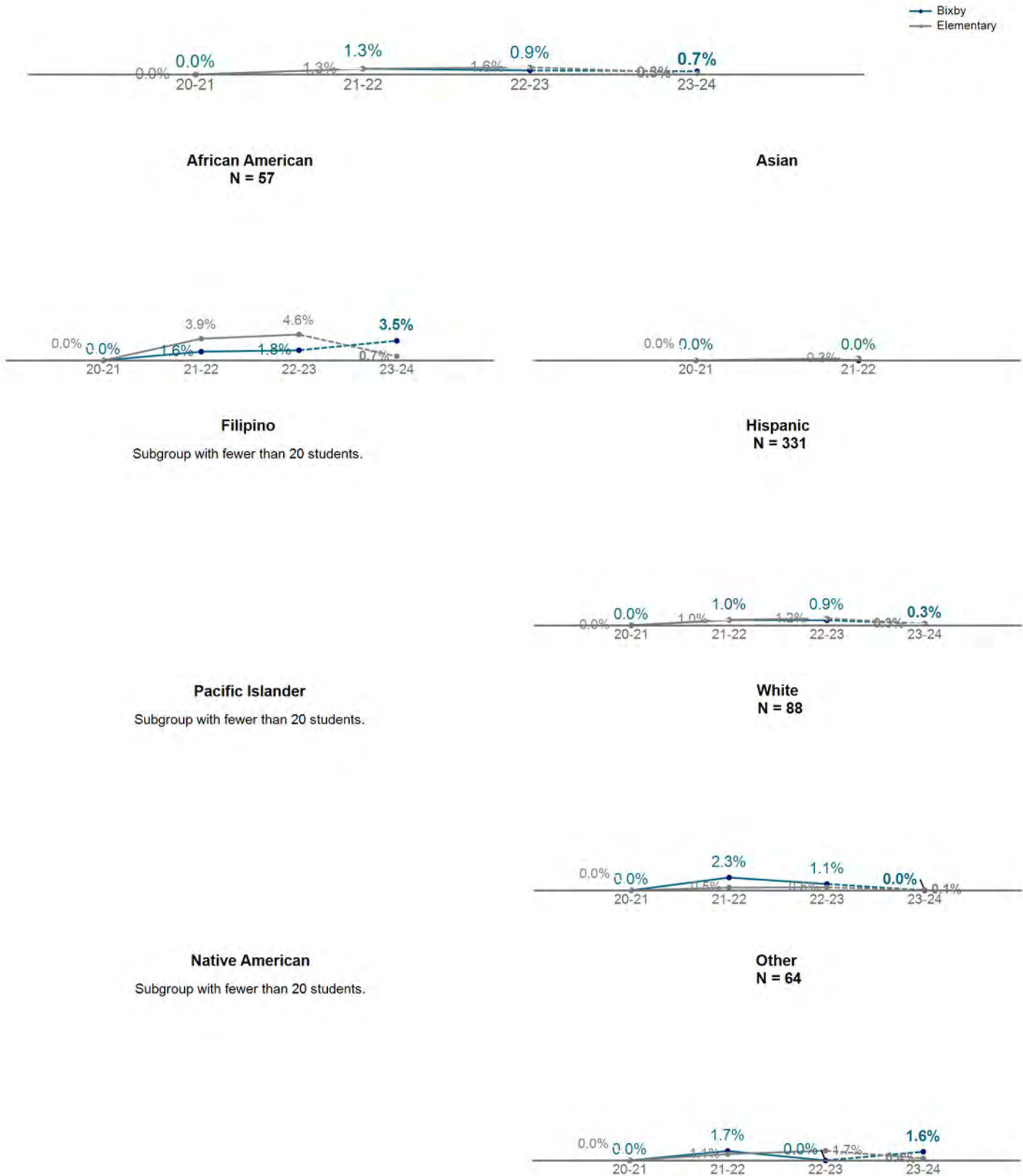
1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%

Suspension Rate

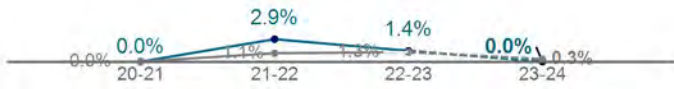
Bixby
All Students
N = 557



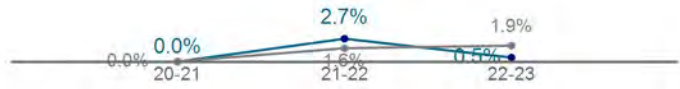
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

EL + RFEP
N = 68



Low SES



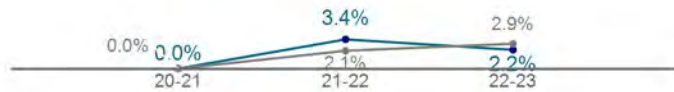
English Learner
N = 59



Special Education
N = 49



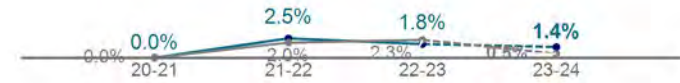
Homeless or Foster Youth



Female
N = 272



Male
N = 285



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 = 85



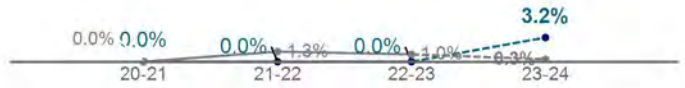
Gr. 01
N = 90



Gr. 02
N = 75



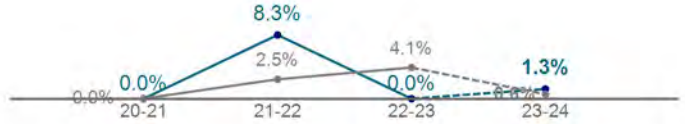
Gr. 03
N = 95



Gr. 04
N = 86



Gr. 05
N = 79

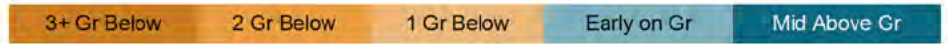


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement School Data by Subgroup Bixby 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	407	28	37	21	31	
	Gr. 01	3	74	3	42	14	42	
	Gr. 02	3	99	18	36	21	24	
	Gr. 03	3	88	27	38	19	34	
	Gr. 04	3	77	46	26	30	34	
	Gr. 05	3	69	74	43	23	22	
Ethnicity	African American	3	39	10	18	44	10	18
	Hispanic	3	246	28	41	22	27	
	White	3	58	23	26	21	48	
	Other	3	38	8	26	26	39	
Gender	Female	3	203	26	37	22	33	
	Male	3	203	310	36	21	30	
Special Populations	Low SES	3	151	510	46	19	20	
	ELL	3	38	511	50	16	18	
	EL + RFEP	3	50	48	44	22	22	
	Special Ed.	3	42	12	21	45	2	19
	Spec Ed. Soeoch/RSP	3	42	12	21	45	2	19
	Homeless	3	23	9	13	26	22	30
	GATE/Excel	3	44			14	86	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Bixby 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	260	3	260	2	12	24	19	44	
Grade	Gr. 02	3	25	24	36	8	32		
	Gr. 03	3	88		3	7	8	20	61
	Gr. 04	3	77	15	34	13	47		
	Gr. 05	3	69	1	19	29	28	23	
Ethnicity	African American	3	30	10	13	33	20	23	
	Hispanic	3	147		12	27	19	41	
	White	3	34		3	15	18	65	
	Other	3	27		15	15	19	52	
Gender	Female	3	136	1	9	23	21	46	
	Male	3	123	2	15	25	17	41	
Special Populations	Low SES	3	108	4	17	32	17	31	
	EL + RFEP	3	29	3	7	41	10	38	
	Special Ed.	3	27	15	37	22	19	7	
	Spec Ed. Soeech/RSP	3	27	15	37	22	19	7	
	Homeless	3	20	15	10	25	15	35	
	GATE/Excel	3	35				6	6	89

The percentages may not equal 100% due to rounding.



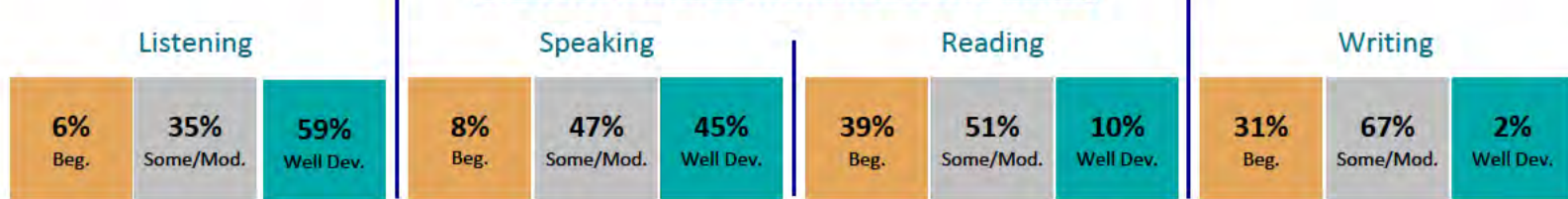
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Bixby

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



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	17%	17%	67%	0%	17%	17%	67%	17%	83%	0%	67%	33%	0%	33%	67%	0%
01	0%	36%	36%	27%	0%	36%	64%	9%	55%	36%	55%	45%	0%	18%	82%	0%
02	15%	38%	31%	15%	8%	31%	62%	8%	54%	38%	62%	23%	15%	62%	38%	0%
03	0%	11%	67%	22%	0%	44%	56%	0%	33%	67%	0%	67%	33%	22%	67%	11%
04	14%	0%	71%	14%	14%	29%	57%	14%	14%	71%	14%	86%	0%	14%	86%	0%
05	0%	40%	40%	20%	0%	60%	40%	0%	40%	60%	20%	80%	0%	20%	80%	0%

School Demographics			
	School	District	State
African American	10%	11.6%	
Am. Indian	0%	.1%	
Asian	1.8%	6.1%	
Filipino	.9%	2%	
Hispanic/Latino	60%	60.9%	
Multiple	10.8%	7.1%	
Pacific Islander	.4%	.7%	
White	16.1%	11.3%	
English Learner	10.8%	21.2%	
Reclassified Fluent English Proficient	1.6%	2.1%	
Students w/Disabilities	8.6%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Florence Bixby Elementary School

Home-School Compact 2023-2024

5251 East Stearns Street Long Beach, California (562) 498-3794 FAX (562) 498-1711

The staff and parents/guardians at Bixby 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 Bixby agree to implement the following activities:

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night **to reinforce concepts learned in school.**
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children, **maintain open lines of communication with regard to academics and SEL.**

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

Escuela Primaria Florence Bixby

Acuerdo entre el hogar y la escuela 2023-2024

5251 East Stearns Street Long Beach, California (562) 498-3794 FAX (562) 498-1711

El personal y los padres de familia/tutores en Bixby 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 Bixby están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños **para reforzar conceptos aprendidos en la escuela.**
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños, **mantener líneas de comunicación con respecto a lo académico y el progreso socio-emocional del estudiante.**

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.



Florence Bixby Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Bixby Elementary has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Bixby's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Bixby Elementary agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family 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 FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Bixby Elementary will take the following actions to involve families in the joint development and joint agreement of its School Family 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 members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting

- 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 Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Bixby Elementary will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
3. Bixby Elementary will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
4. Bixby Elementary will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Canvas
 - Child care provided
5. Bixby Elementary will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Bixby Elementary will provide to families 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. Bixby Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Bixby Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families 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. Bixby Elementary will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Bixby Elementary will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Bixby Elementary will incorporate the Home-School Compact as a component of its School Family 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 to approve compact
 - Via Weekly Community School Bulletin, website postings, and during family meetings.
3. Bixby Elementary will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Bixby Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops: Common Core Standards meeting, SBAC, Open House.
5. Bixby Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services (e.g., staff meetings).
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand: (List actions.)
 - IOA (yet to be determined) will be doing the translations of written materials/notifications that are sent to families.

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' 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 families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families 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 family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family 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 families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V
ADOPTION

Bixby's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/04/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 03/18/24. Bixby Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

04 October 2023

Date



Escuela Primaria Florence Bixby Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la escuela primaria Bixby ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la escuela primaria Bixby para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Escuela primaria Bixby está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela primaria Bixby tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible intérpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. La Escuela primaria Bixby tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. La Escuela primaria Bixby actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La Escuela primaria Bixby convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de "SchoolMessenger" y Canvas
 - Se proporcionará cuidado de niños
 5. La Escuela primaria Bixby proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La Escuela primaria Bixby les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela primaria Bixby también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
 7. La Escuela primaria Bixby coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo "Head Start", "Early Head Start", escuelas públicas preescolares, etc., y

conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela primaria Bixby entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela primaria Bixby construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La Escuela primaria Bixby incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Por medio del Boletín semanal comunitario, página web de la escuela, y durante juntas para los padres de familia.
3. La Escuela primaria Bixby, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela primaria Bixby, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias: Junta de los estándares estatales básicos comunes, SBAC (exámenes estatales), y Noche de Exhibición para padres.
5. La Escuela primaria Bixby, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para maestros y miembros del personal (ej., reuniones/juntas de maestros y miembros del personal).
6. La Escuela primaria Bixby, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:

- IOA (aún por determinar) hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocio, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 04/10/23 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 18/03/23 o antes. La Escuela primaria Bixby, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.


Firma del Director(a)

4-10-23
Fecha