



2023-2024

Birney 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

SBAC

48% of all students (3-5) Met/Exceeded in ELA (District = 48%).

-3rd grade: 48% met/exceeded (48% district)

-4th grade: 48% met/exceeded (46% district)

-5th grade: 47% met/exceeded (52% district)

Subgroups (with highest number of students)

-African American: 40% (33% district)

-Hispanic: 41% (42% district)

iReady ELA

By diagnostic 3, all students were at 52% On/Mid or Above Grade Level (21% early on grade, 31% mid above gr)

-African American: 46%

-Hispanic: 47%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

ELA Goals
By June 2024, Birney students will achieve at least one year of academic growth in ELA as demonstrated by FRSA, iReady, SBAC and LIT team data.

By June 2024, Birney students achieving below grade level will demonstrate greater than one year of growth in ELA as shown by FRSA, iReady, SBAC and LIT team data.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. Select Literacy Team members will also support these efforts through their push-in times during instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL Facilitator, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC
40% of all students (3-5) Met/Exceeded in ELA (District = 34%).
-3rd grade: 48% met/exceeded (47% district)
-4th grade: 47% met/exceeded (41% district)
-5th grade: 25% met/exceeded (35% district)

Subgroups (with highest number of students)
-African American: 20% (18% district)
-Hispanic: 35% (28% district)

iReady Math
By diagnostic 3, all students were at 45% On/Mid or Above Grade Level
-African American: 42%
-Hispanic: 36%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June 2024, Birney students will achieve at least one year of academic growth in math as demonstrated by Math Unit Assessments, SBAC and LIT team data.

By June 2024, Birney students achieving below grade level will demonstrate greater than one year of growth in math as shown by Math Unit Assessments, SBAC and LIT team data.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL Facilitator, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

SBAC ELA
36% of all ELs+RFEP Met/Exceeded in SBAC ELA
13% EL of all ELs+RFEP Met/Exceeded in SBAC ELA
86% RFEP of all ELs+RFEP Met/Exceeded in SBAC ELA

I-Ready ELA
41% of EL+RFEP were early on gr/mid above gr overall
35% ELL were early on gr/mid above gr overall

46% Met in Foundational Reading Skills Assessment (FRSA), compared to 36% in 20-21

Math
21% of all ELs+RFEP Met/Exceeded in SBAC Math
12% EL Met/Exceeded in SBAC Math
43% RFEP Met/Exceeded in SBAC Math

Attendance
Attendance rates for EL + RFEP in the sat/strng attendance categories were 53%
- By subgroups ELL - 48%, RFEP - 87%

Chronic Absenteeism for the same population
- EL + RFEP was 47%
- ELL - 42%
-RFEP - 14%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June 2024, the percentage of ELs performing at met/exceeded in ELA & Math SBAC will increase by 5% and also increase by 10% in FRSA met scores.

By June 2024, attendance rate for ELs will increase by at least 5 percent and chronic absenteeism will decrease by at least 5 percent.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. Select Literacy Team members will also support these efforts through their push-in times during instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL Facilitator, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.

Additionally, specific to EL's:

- The Counselor and Intermediate Office Assistant will be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for ELs. Incentives will be created to motivate students to attend school more regularly.
- EL data will be tracked and monitored through the ELlevation platform. EL strategies and activities within the platform will also be modeled for teachers via PD and implemented by teachers in support of ELs.
- The IIC's caseload and after school tutoring will include an additional intervention group for newcomers. The SEL Facilitator will also do SEL check-ins with newcomers and other ELs to ensure their sense of belonging.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
In SY 21-22, chronic absence rate was 27%. This increased to 31.6% in SY 22-23. Severely/moderately chronic absences were an area of concern for ELL (34.4%), special education (40.7 %) and homeless (32.5%) students.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
By June 2024, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.
The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.
Teachers will continue to implement social emotional lessons, including the use of a new program: Harmony, in grades TK - 5. An SEL Facilitator will continue to provide modeling of SEL Harmony lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL Facilitator will increase students' sense of belonging, identity, and agency and therefore help to increase attendance.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) ELA Goals By June 2023, Birney students will achieve at least one year of academic growth in ELA as demonstrated by FRSA, iReady, SBAC and LIT team data.</p> <p>By June 2023, Birney students achieving below grade level will demonstrate greater than one year of growth in ELA as shown by FRSA, iReady, SBAC and LIT team data.</p> <p>To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy</p>	Goal Partially or Not Met	We declined in ELA overall compared to last school year from 49% to 48% meeting expectations. With 40% of our subgroup of African American students and 41% of Hispanic students performing at expectation, these two subgroups continue to perform below the overall student percentage.	Focus will continue to be on student engagement through rigorous, quality, push in core Tier I supports.

	<p>team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.</p>			
Math	<p>1) By June 2023, Birney students will achieve at least one year of academic growth in math as demonstrated by Math Unit Assessments, SBAC and LIT team data.</p> <p>By June 2023, Birney students achieving below grade level will demonstrate greater than one</p>	Goal Partially or Not Met	<p>We declined in math overall compared to last school year from 43% to 40% meeting expectations. With 20% of our subgroup of African American students and 35% of Hispanic students performing at expectation. these two subgroups continue to perform below the overall student percentage.</p>	<p>Focus will continue to be on student engagement through rigorous, quality, push in core Tier I supports.</p>

year of growth in math as shown by Math Unit Assessments, SBAC and LIT team data.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as

	needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.			
English Learner	<p>1) By June 2023, the percentage of ELs performing at met/exceeded in ELA & Math SBAC will increase by 5% and also increase by 10% in FRSA met scores.</p> <p>By June 2023, attendance rate for ELs will increase by at least 5 percent and chronic absenteeism will decrease by at least 5 percent.</p> <p>To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these</p>	Goal Partially or Not Met	<p>We declined in EL ELA performance compared to last school year from 50% to 36% (EL +RFEP) meeting expectations on SBAC.</p> <p>We declined in EL Math performance compared to last school year from 42% to 21% (EL +RFEP) meeting expectations on SBAC.</p>	<p>This goal will continue through school year 2023-24.</p> <p>Teachers will use data with the platform ELlevation which includes engagement activities and strategies to differentiate and support ELs needs through designated ELD.</p>

efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.

Additionally, specific to EL's:
- The Counselor and Intermediate Office Assistant will be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for ELs. Incentives will be created to motivate students to attend school more

	<p>regularly.</p> <ul style="list-style-type: none"> -EL data will be better tracked and monitored through the ELLevation platform. EL strategies and activities within the platform will also be modeled for teachers via PD and implemented by teachers in support of ELs. -The IIC's caseload and after school tutoring will include an additional intervention group for newcomers. The SEL TOSA will also do SEL check-ins with newcomers and other ELs to ensure their sense of belonging. 			
Culture/Climate	<p>1) By June 2023, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be</p>	Goal Partially or Not Met	More teachers were implementing SEL lessons regularly compared to SY 2022-23. However, not all did so consistently. Some did so alongside the SEL TOSA.	Teachers will continue to implement social emotional lessons, including the use of a new program, Harmony. The SEL Facilitator will provide support to teachers in the implementation of Harmony, the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL Facilitator will increase students' sense of belonging and therefore help to increase attendance.

monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.

Teachers will also continue to implement social emotional lessons, including the use of a new program: Second Step, starting with grades K-2. An SEL TOSA will continue to provide modeling of SEL and character lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL TOSA will increase students sense of belonging and therefore help to increase attendance.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices. (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher Librarian .10 FTE Supplemental Duties: • Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. • Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE). (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team. (IN 5)	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

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> <p>OCIPD ELA unit guides</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>OCIPD Math Unit guides</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
SEL Teaching & Learning Attendance EL Reclassification 10, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10, Basic Services 20	.50 FTE Counselor To effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE). Support students, staff and families with IEP and SST processes. Collaborate with IOA for attendance goals, especially reduction of chronic absenteeism.	All Parents, All Staff, All Students	LCFF \$4,105 Title 1 \$77,992 Counselor .5 FTE - LCFF 5%; Title 1 95%	08/29/2023 - 06/14/2024 Daily	Principal	Weekly EL Reclassification 10, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10, Basic Services 20

<p>Office Support for students, parents and staff Translation Needs with parent communication (verbal, in writing, in meetings) Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 10, Basic Services 50</p>	<p>.50 FTE Bilingual IOA Support daily office needs (including support to all students, parents and staff), particularly Spanish speaking families/families of Spanish ELLs. Support with attendance measures and goals, including chronic absenteeism in collaboration with Counselor. Support with student enrollment.</p>	<p>All Parents, All Staff, All Students</p>	<p>LCFF \$18,074 Title 1 \$27,112 Intermediate Office Assistant .5 FTE - LCFF 40%; Title 1 60%</p>	<p>08/29/2023 - 06/14/2024 Daily</p>	<p>Principal Office Supervisor</p>	<p>Weekly Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 10, Basic Services 50</p>
<p>SEL teaching & learning Assessment Support SPED Team & Student Support Culture-Climate Survey (Parent) 20, Basic Services 30, Other 50</p>	<p>.10 FTE Psychologist To effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP and SST process. Be an additional support for EL Students.</p>	<p>All Parents, All Staff, All Students, Identified At-Risk Students</p>	<p>Par Inv \$835 LCFF \$3,341 Title 1 \$12,529 Psychologist .1 FTE - LCFF 20%; Par Inv 5%; Title 1 75%</p>	<p>08/29/2023 - 06/14/2024 Weekly</p>	<p>Principal</p>	<p>Weekly Culture-Climate Survey (Parent) 20, Basic Services 30, Other 50</p>

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
Birney will continue to work in partnership with Head Start for any Pre-K to TK/K transition.	Counselor will assist teachers, students and families with MS Choice and transition from 5th grade to middle school.	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
Need to update some emergency supplies for classrooms and emergency bin	Emergency supplies (like new buckets and supplies within, backpacks, folders).	Title I Appx. \$2000	January 2024-June 2024	Safety Team Principal Plant Supervisor Office Supervisor	Inventory
Increased student engagement, motivation & sense of belonging and identity.	Culture/Climate, SEL and Support Staff Supplies Update playground equipment, student incentives for weekly drawings, monthly character certificates, SEL items for SEL Program and "Beehive" Room	Title I Approx: \$10,000	Throughout 23-24 school year.	Principal, Counselor, Rec Team, Select Teachers/Staff (PBIS), Support Staff, including SEL TOSA	Student Survey Data Staff Survey Data PBIS Data

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
Teachers need additional time to collaborate, review data, plan next steps and lesson plan in relation to sites theory of action; focus areas are Small Group Instruction and Student Engagement	Teacher Release Days	Title I Approx: \$18,739-\$20,000	2x from Jan 2024 - June 2024 for all teachers (full days)	All Teachers Subs to Release Principal, IIC, LIT/RR Team, ILT/QCI Team	Classroom Observations, Progress Monitoring Tools, Growth in Follow-Up Data (ELA & Math) Data gathered through formal structures like ILW and CIV.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers will participate in various school improvement committees based on the annual Needs Assessment.

- Culture/Climate & Safety Team (now PBIS Team)- Reviews current systems and resources to ensure student SEL needs are met and physical safety at school is a priority. Will include review of safety & emergency preparedness and proactive positive behavior strategies. Collaborates and receives input from stakeholders for continual improvement.
- ILT - Teachers plan and lead professional development opportunities for staff along with the principal and Intervention Coordinator (IIC)
- Teachers participate in ongoing Professional Development for Quality Core Instruction
- Teachers participate in SSTs and IEPs to look at students who are having difficulty in class to ensure proper and proactive interventions.
- Teachers participate in regular grade level, curriculum planning and staff meetings/PD.
- Teachers representation on School Site Council, PTA and other committees, including Parent Involvement
- Grade level and special education representation on Leadership/Shared Decision Making Team.

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 want to be able to support their students more with learning. Recommended workshops in a variety of areas, including English classes, SEL, math & ELA strategies to use at home. Technology is another consideration	Instructional materials like writing tools Incentives for parent attendance TBD based on initial parent survey	Title I/Parent Involvement Cost embedded below	End of Semester 1 and Semester 2 (January-June 2024)	Teacher Leaders SEL Facilitator Principal Counselor	Parent End of Workshop Survey

Increased sense of belonging & relationship building with families. Parents want to engage more with staff & vice versa. (For example: Family Movie Nights; Read-Ins, etc)	TBD based on parent involvement planning meetings	Title I/Parent Involvement Appx. \$2,000	End of Semester 1 and Semester 2 (January-June 2024)	All staff Select Committee	Anecdotal data Parent & staff survey
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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)	273467
Title I Parent and Family Involvement (3008)	3357

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	49980

* 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	Nicole Kelly	06-01-2025
Staff	Classroom Teacher	Monica Bernales	06-01-2024
Staff	Classroom Teacher	Merry Goodman	06-01-2024
Staff	Classroom Teacher	Rosalyn Smith	06-01-2024
Staff	Non Classroom Teacher	Angelica Torres	06-01-2025
Community	Parent	Erin [REDACTED]	06-01-2024
Community	Parent	Jimmy [REDACTED]	06-01-2024
Community	Parent	Dina [REDACTED]	06-01-2025
Community	Parent	Angelica [REDACTED]	06-01-2025
Community	Parent	[REDACTED]	06-01-2025

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)	Adriana [REDACTED]
DELAC Representative	Parent of EL Student (required)	Luisa [REDACTED]
Principal or Designee	Staff Member (required)	Nicole Kelly
Secretary	Staff Member (required)	Angelica Torres

Name	Representing
Brenda [REDACTED]	Parent of EL Student
Endavides [REDACTED]	Parent of EL Student
Esmeralda [REDACTED]	Parent of EL Student
Luisa [REDACTED]	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/23/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - after school math and ELA tutoring opportunities - Saturday school and summer school - Parent workshops, homework help, understanding the standards, family resources - additional ELD PD for staff
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
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	11/01/2023
6. What was SSC's response to ELAC recommendations?	SSC approved recommendations and will consider funding

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): 11/01/2023
2. The SSC approved the **Home-School Compact** on 10/13/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/13/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/05/2023, 10/05/2023
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: _____

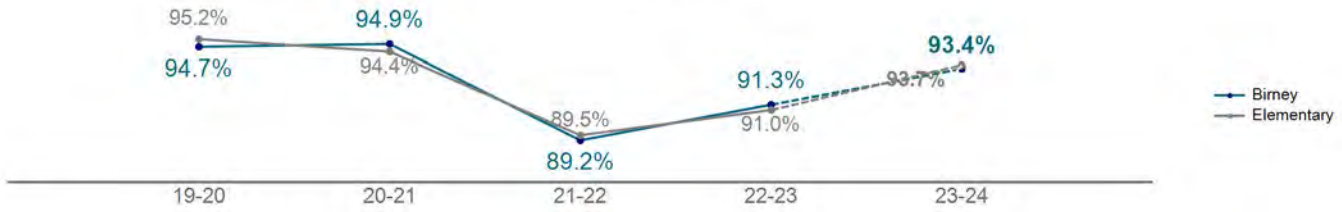
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ELAC Chair: _____

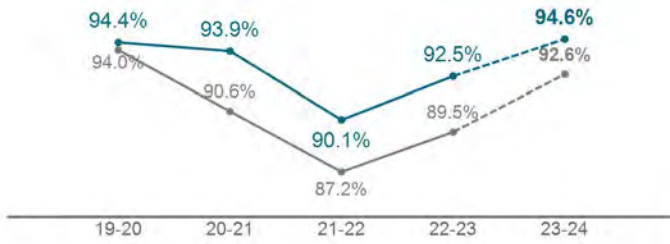
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Attendance Rate

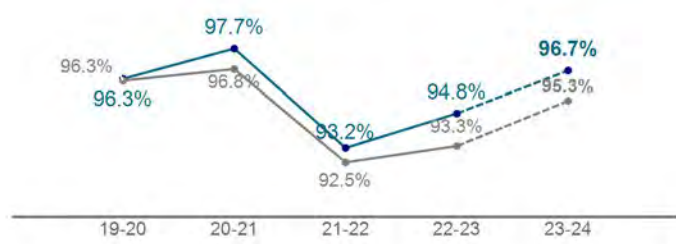
Birney
All Students
N = 507



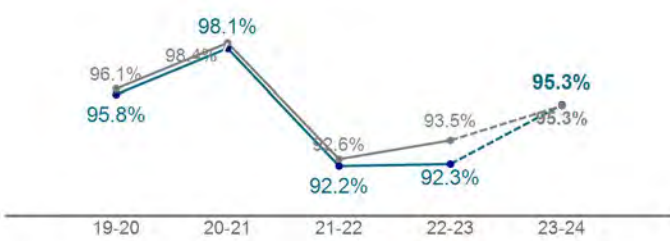
African American
N = 69



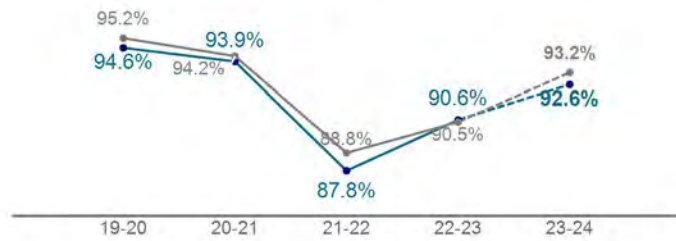
Asian
N = 27



Filipino
N = 49



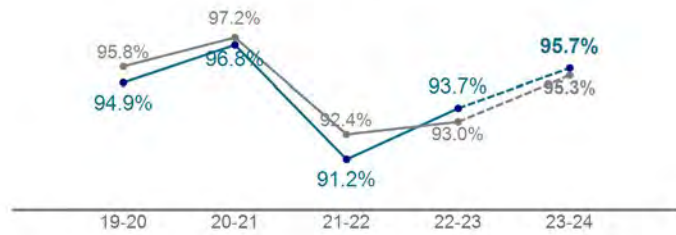
Hispanic
N = 293



Pacific Islander

Subgroup with fewer than 20 students.

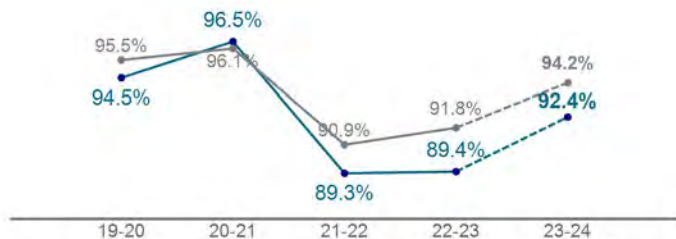
White
N = 21



Native American

Subgroup with fewer than 20 students.

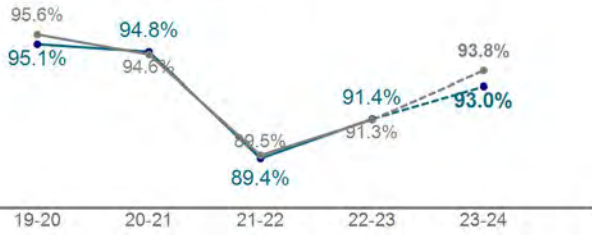
Other
N = 40



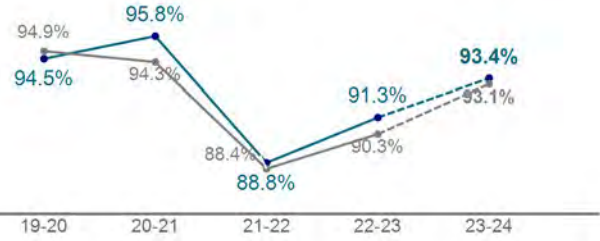
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

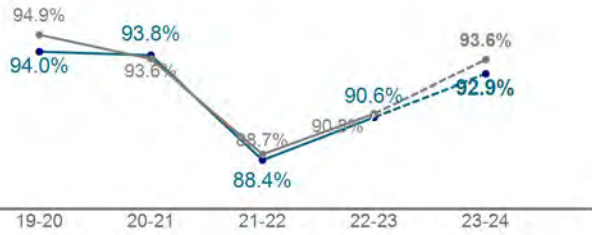
EL + RFEP
N = 94



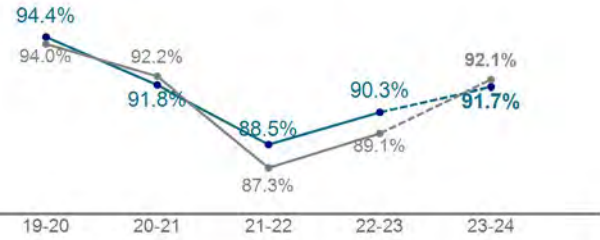
Low SES
N = 499



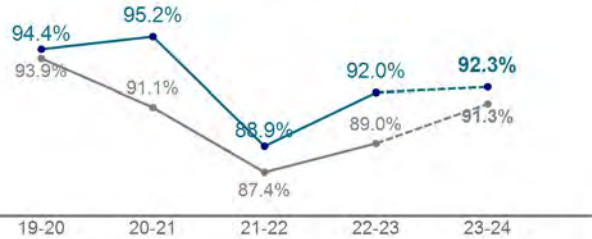
English Learner
N = 90



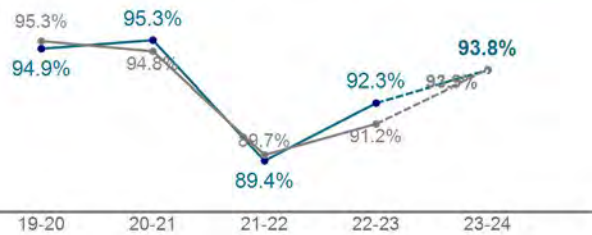
Special Education
N = 83



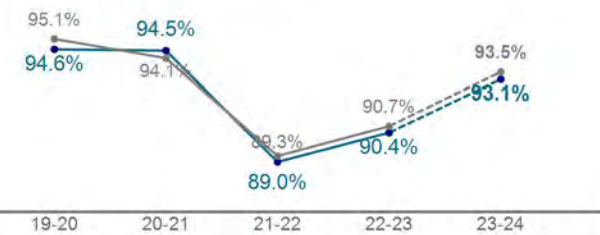
Homeless or Foster Youth
N = 57



Female
N = 234



Male
N = 273



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.

Chronic Absence by Attendance Bands School Data by Subgroup Birney 2022-2023

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

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
All Students	510	510	7	25	18	27	24	31.6%	27.0%	49.2%	32.2%
Grade	Gr. TK	20	10	30	30	25	5	40.0%	42.3%	70.0%	52.5%
	Gr. K	73	10	33	12	29	16	42.5%	38.5%	54.8%	43.8%
	Gr. 01	85	9	31	25	20	15	40.0%	31.0%	64.7%	35.2%
	Gr. 02	78	1	23	23	24	28	24.4%	29.5%	47.4%	29.4%
	Gr. 03	69	7	29	16	28	20	36.2%	23.8%	52.2%	27.7%
	Gr. 04	101	6	18	12	35	30	23.8%	17.1%	35.6%	27.1%
	Gr. 05	84	6	18	15	25	36	23.8%	19.3%	39.3%	25.6%
Ethnicity	African American	67	7	18	16	24	34	25.4%	30.1%	41.8%	41.6%
	Asian	27	15	7	30	48	14.8%	11.4%	22.2%	21.4%	
	Cambodian	24	4	21	13	21	42	25.0%	7.1%	37.5%	24.5%
	Filipino	50	10	16	14	30	30	26.0%	10.5%	40.0%	18.9%
	Hispanic	305	6	30	18	27	20	35.7%	32.2%	53.8%	34.8%
	Pacific Islander	13	8	38	15	23	15	46.2%	35.7%	61.5%	43.8%
	White	19	5	5	11	47	32	10.5%	15.4%	21.1%	18.3%
	Other	29	10	24	38	17	10	34.5%	25.9%	72.4%	27.5%
Gender	Female	246	5	21	15	31	28	26.0%	25.7%	40.7%	31.0%
	Male	264	8	29	20	23	20	36.7%	28.0%	57.2%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Birney 2022-2023

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

Special Populations	Subgroup	Total	Attendance Bands				Attendance Rates						
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	
	Low SES	481	7	24	18	27	24	31.2%	29.2%	49.3%	36.0%		
	ELL	90	4	30	18	29	19	34.4%	29.9%	52.2%	33.8%		
	RFEP	15			7	7	47	40	6.7%	13.0%	13.3%	15.7%	
	EL + RFEP	105	5	26	16	31	22	30.5%	26.0%	46.7%	31.0%		
	Special Ed.	86	10	30	15	19	26	40.7%	35.5%	55.8%	41.4%		
	Spec Ed. Speech/RSP	46	9	28	15	20	28	37.0%	30.0%	52.2%	31.8%		
	Homeless/Foster	88	3	27	18	25	26	30.7%	27.7%	48.9%	43.2%		
	Foster	8			13	50	38	12.5%	18.2%	12.5%	41.7%		
	Homeless	80	4	29	20	23	25	32.5%	28.9%	52.5%	43.4%		
	GATE/Excel	45			2	4	9	29	56	6.7%	6.8%	15.6%	13.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,821	12	16	14	19	39	27.9%	26.2%	41.9%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,873	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

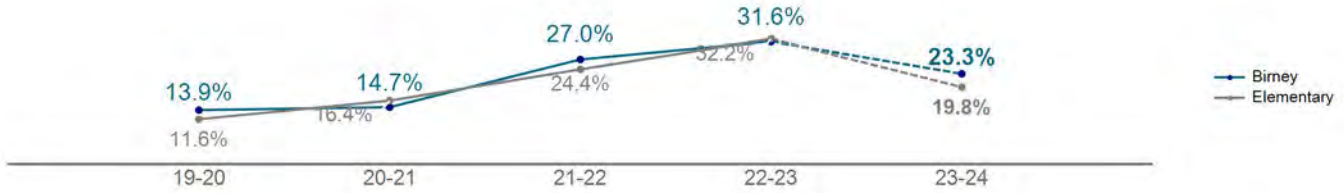
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10	19	16	21	34	29.0%	25.3%	45.3%

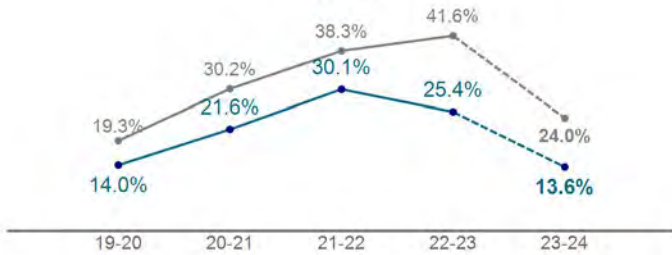
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

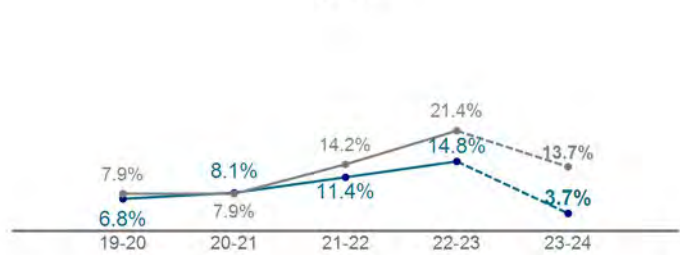
**Birney
All Students
N = 494**



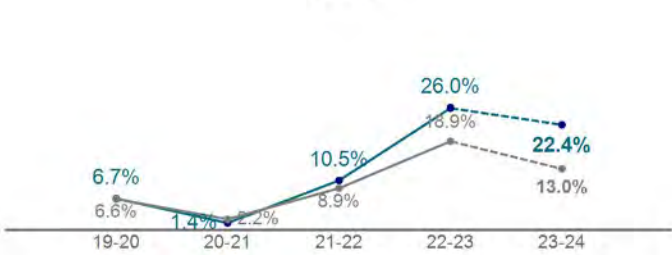
**African American
N = 66**



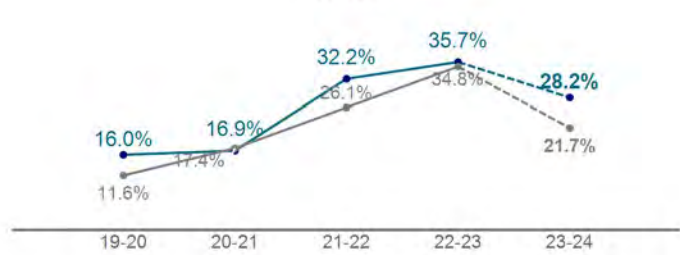
**Asian
N = 27**



**Filipino
N = 49**



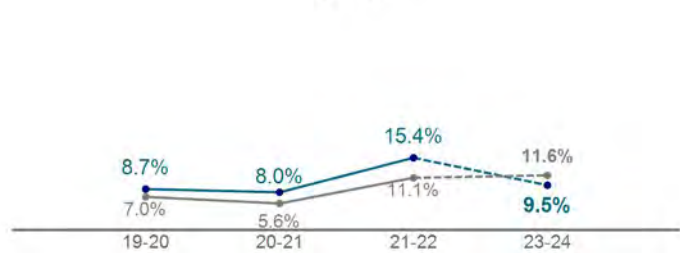
**Hispanic
N = 284**



Pacific Islander

Subgroup with fewer than 20 students.

**White
N = 21**

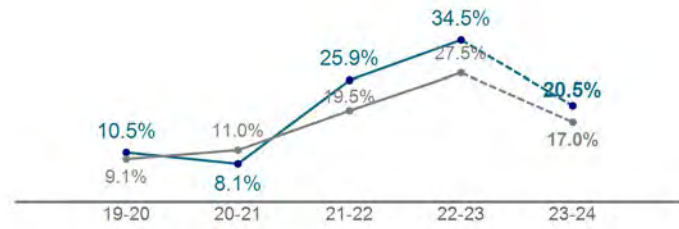


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

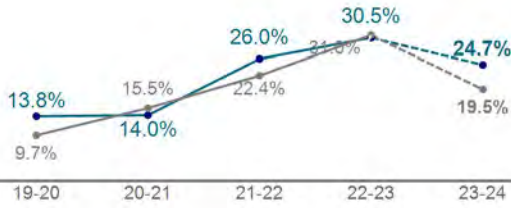
Other
N = 39



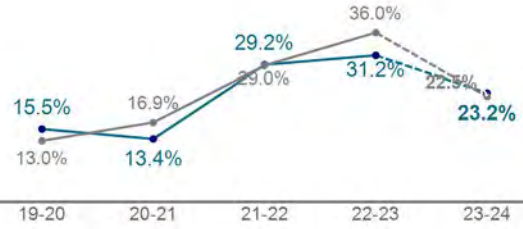
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

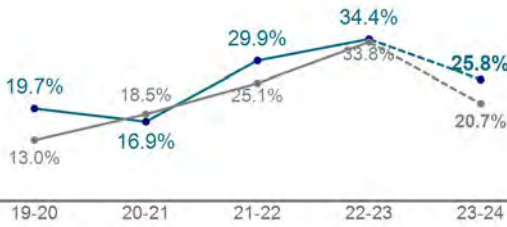
EL + RFEP
N = 93



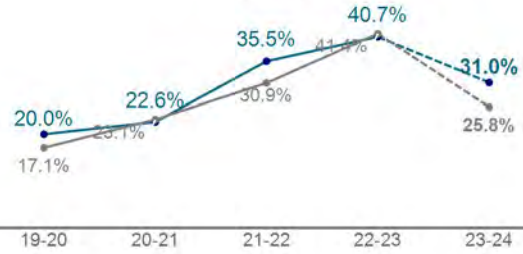
Low SES
N = 491



English Learner
N = 89



Special Education
N = 84



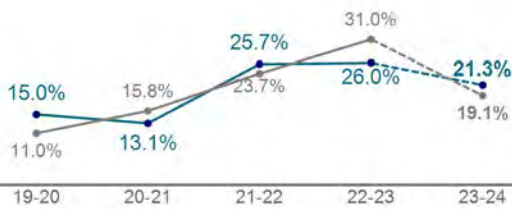
Homeless or Foster Youth

Subgroup with fewer than 20 students.

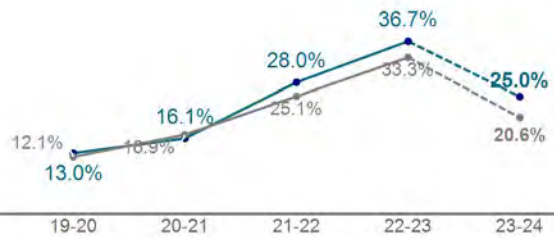
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 230



Male
N = 264



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.

Birney

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
All Students	241	241	52%	34	18	23	25	48%	↓1		↑4	
	All Elementary		52%	31	21	23	25	48%	↑1		↑6	
	District		52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	69	52%	29	23	25	23	48%	↑3		-	
		All Elementary		53%	30	23	21	26	47%	↑4		-
		District		52%	30	22	21	27	48%	↑4		-
	Gr. 04	93	52%	30	22	23	26	48%	↓6		↑7	
		All Elementary		55%	35	20	19	26	45%	↑-		↑3
		District		54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	79	53%	43	10	22	25	47%	↓1		↑2	
		All Elementary		48%	27	21	28	24	52%	↓1		↑8
		District		48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	139	59%	38	21	23	18	41%	↓-		↑4	
		All Elementary		59%	36	23	23	19	41%	↑1		↑6
		District		58%	33	25	26	16	42%	↓-		↓1
	African American	35	60%	46	14	26	14	40%	↑7		↑5	
		All Elementary		67%	44	23	18	15	33%	↑2		↑6
		District		67%	42	25	21	12	33%	↓-		↓1
	Filipino	25	24%	4	20	28	48	76%	↑1		-	
		All Elementary		24%	12	11	27	49	76%	↑2		↑7
		District		28%	11	17	31	41	72%	↑2		↑2
	Asian	15*	27%	13	13	13	60	73%	↑3		-	
		All Elementary		38%	19	19	23	39	62%	↑1		↑6
		District		34%	17	18	30	36	66%	↑-		↑1

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Birney

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
Ethnicity	Other	10*	60%	40	20	20	20	40%	↓24		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	White	10*	30%	30	20	50	70%	70%	↑13		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Cambodian	8*	25%	13	13	13	63	75%	-		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Pacific Islander	7*	57%	43	14	14	29	43%	↓20		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
Gender	Female	115	45%	32	13	23	32	55%	↑5		↑6
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	126	59%	36	23	23	18	41%	↓6		↑3
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	44	64%	45	18	20	16	36%	↓14		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	30	87%	60	27	7	7	13%	↓9		-

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Birney

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	14*	14%	14	50	36	86%	↑18		-	
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
	Foster	District	44%	17	27	35	21	56%	↑-		↓4
		5*	80%	80	20	20%	↓60		-		
	GATE/Excel	All Elementary	75%	50	25	16	9	25%	↓3		↓4
		District	75%	53	22	11	14	25%	↑-		↑7
	Homeless	38	3%	3	21	76	97%	↑2		↑3	
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
	Homeless/Foster	District	14%	3	11	32	54	86%	↓-		↓3
		32	63%	38	25	9	28	38%	↓15		-
	Low SES	All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Special Ed.	37	65%	43	22	8	27	35%	↓20		↓13
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
Spec Ed. Speech/RSP	District	65%	41	24	23	12	35%	↓1		↓1	
	235	52%	34	18	23	25	48%	↑1		↑4	
Special Ed.	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
	District	59%	34	25	25	16	41%	↑1		↓1	
Spec Ed. Speech/RSP	44	93%	82	11	7	7%	↓5		↑5		
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
Spec Ed. Speech/RSP	District	84%	65	19	11	5	16%	↑1		↑1	
	31	90%	74	16	10	10%	↓3		-		

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Birney

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	77%	57	19	13	11	23%	↑2		↑5
	Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑2

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Birney

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	245	60%	34	25	25	16	40%	↓2		↓6	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	69	52%	30	22	32	16	48%	↓2		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	97	53%	28	25	29	19	47%	↑-		↑1
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
Gr. 05	79	75%	46	29	14	11	25%	↓4		↓15	
	All Elementary	66%	37	29	18	16	34%	↓-		↓2	
	District	65%	37	28	18	17	35%	↑-		↓3	
Ethnicity	Hispanic	142	65%	42	23	24	11	35%	↓-		↓5
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	35	80%	43	37	14	6	20%	↓1		↓12
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Filipino	25	24%	4	20	44	32	76%	↑4		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Asian	15*	27%	7	20	27	47	73%	↓9		-	
	All Elementary	45%	20	26	23	31	55%	↓1		↓2	
	District	49%	25	24	22	29	51%	↓1		↓6	

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Birney

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	11*	73%	27	45	18	9	27%	↓16		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	10*	30%	30	30	40	70%	↑20		-	
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Cambodian	8*	25%	13	13	25	50	75%	-		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Pacific Islander	7*	57%	14	43	29	14	43%	↓20		-
All Elementary		73%	41	32	18	9	27%	↓3		↓3	
District		76%	46	30	17	8	24%	↓-		↓6	
Gender	Female	117	62%	36	26	18	21	38%	↓1		↓5
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	128	58%	33	25	31	11	42%	↓4		↓8
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	47	79%	51	28	11	11	21%	↓21		↓15
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	33	88%	67	21	6	8	12%	↓11		-

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

Birney

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	14*	57%	14	43	21	21	43%	↓11		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		5*	80%	80	20			20%	-		-
	GATE/Excel	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	38	5%		5	32	63	95%	↑2		↓3
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		33	61%	42	18	21	18	39%	↓1		-
	Low SES	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Special Ed.	38	63%	47	16	21	16	37%	↓1		↑4
		All Elementary	72%	45	27	18	10	28%	↑2		-
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	238	60%	34	26	25	16	40%	↑2		↓6	
Special Ed.	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Spec Ed. Speech/RSP	45	89%	78	11	11		11%	↓1		-	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	31	84%	68	16	16		16%	↑1		-	

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 Students without scores are not included in the graphical comparison of these results.
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Birney

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	78%	55	23	12	10	22%	↑3		↓1
	Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Birney

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	79	70%	20	49	22	9	30%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	70%	20	49	22	9	30%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	50	74%	26	48	20	6	26%	↑10		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	10*	80%	20	60	10	10	20%	↑20		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	5*	40%		40	40	20	60%	↑35		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	White	5*	60%	20	40	20	20	40%	↓10		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Filipino	4*	50%		50	25	25	50%	↓17		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
Other	3*	33%		33		67	67%	↑38		-	
	All Elementary	51%	8	43	29	20	49%	↓2		-	
	District	56%	11	46	25	18	44%	↓-		-	

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Birney

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	3*	33%	33	33	33	67%	↑17		-	
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Pacific Islander	2*	100%	100			0%	-		-	
		All Elementary	83%	22	61	17		17%	↓14		-
		District	88%	20	69	10	2	12%	↓4		-
Gender	Female	40	65%	18	48	20	15	35%	↑23		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	39	74%	23	51	23	3	26%	↓8		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
	Special Populations	EL + RFEP	23	74%	30	43	17	9	26%	↑14	
All Elementary			82%	22	61	14	4	18%	↑-		-
District			84%	21	63	13	3	16%	↑1		-
ELL		12*	100%	50	50			0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
RFEP		11*	45%	9	36	36	18	55%	↑40		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
Foster		3*	67%	67	33			33%	↑33		-

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Birney

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-	
		District	88%	31	58	8	4	12%	↓3		-	
	GATE/Excel	10*	0%		50		50		100%	↑25		-
		All Elementary	32%	1	31	36	32	68%	↑-		-	
	District	43%	3	41	34	23	57%	↓2		-		
	Homeless	13*	77%	23	54	8	15	23%	↑6		-	
		All Elementary	83%	20	63	13	4	17%	↑1		-	
	District	86%	24	62	10	3	14%	↓1		-		
	Homeless/Foster	16*	75%	19	56	13	13	25%	↑11		-	
		All Elementary	83%	21	62	13	4	17%	↑1		-	
	District	87%	25	62	10	3	13%	↓1		-		
	Low SES	77	69%	21	48	22	9	31%	↑12		-	
		All Elementary	77%	18	59	17	6	23%	↑2		-	
	District	81%	20	61	15	4	19%	↑2		-		
Special Ed.	21	100%	52	48			0%	-		-		
	All Elementary	89%	44	46	7	4	11%	↑3		-		
District	93%	47	46	5	2	7%	↑1		-			
Spec Ed. Speech/RSP	11*	100%	27	73			0%	-		-		
	All Elementary	86%	34	52	9	5	14%	↑4		-		
District	90%	37	53	7	3	10%	↑1		-			

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	All Students	164	53	18	21	26	35	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
	Grade	Gr. 04 (Minimum Growth Target: 44)	90	63	16	21	29	34
			All ES	49	21	24	27	28
			District	48	22	24	27	27
		Gr. 05 (Minimum Growth Target: 35)	74	42	22	22	22	35
			All ES	50	22	20	22	36
			District	49	22	20	22	36
Ethnicity	Hispanic	89	54	24	18	21	37	
		All ES	49	23	22	24	31	
		District	26	35	15	16	34	
	African American	25	60	20	16	24	40	
		All ES	50	22	22	22	34	
		District	25	36	16	15	33	
	Filipino	17^	-	12	29	35	24	
		All ES	50	21	21	24	34	
		District	31	32	14	16	37	
	Asian	11^	-	9	18	36	36	
		All ES	53	21	23	23	34	
		District	33	30	16	16	38	

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^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	White	9 [^]	-		33	22	44	
		All ES	53		19	22	27	33
		District	29		33	16	16	35
	Other	7 [^]	-		14	29	29	29
		All ES	49		19	23	27	31
		District	30		32	16	17	35
	Pacific Islander	6 [^]	-			50		50
		All ES	41		23	26	25	26
		District	26		32	17	18	33
	Cambodian	6 [^]	-		17		50	33
		All ES	53		20	22	25	33
		District	34		30	16	17	37
Gender	Female	85	52		20	20	25	35
		All ES	50		21	22	25	32
		District	28		34	15	16	34
	Male	79	55		16	23	27	34
		All ES	50		22	22	24	32
		District	26		35	15	16	34
Nonbinary	All ES [^]	72		17	17	33	33	
	District	28		33	15	8	44	
Special Populations	EL + RFEP	29	55		17	21	28	34

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

[^]Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
ELA	Special Populations	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	17^	-	24	24	18	35
		All ES	50	24	21	23	32
	ELL	District	34	31	16	18	35
		RFEP	12^	-	8	17	42
	All ES		50	22	21	23	34
	RFEP	District	18	39	12	14	36
		Foster	5^	-	40		60
	All ES		55	25	10	31	33
	Foster	District	23	40	12	20	29
		GATE/Excel	33	51	12	27	27
	All ES		49	21	22	27	30
	GATE/Excel	District	27	34	15	18	33
		Homeless	22	-	23	27	18
	All ES		55	21	21	25	34
	Homeless	District	28	33	16	17	34
		Homeless/Foster	27	47	26	22	15
All ES	55		21	20	25	34	
Homeless/Foster	District	28	34	16	17	33	
	Low SES	162	53	19	22	25	35

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	50	22	22	24	32
			District	26	35	15	16	34
	Special Ed.		33	60	24	12	27	36
		All ES	43		27	20	23	31
		District	27		35	15	15	35
	Spec Ed. Speech/RSP		23	-	26	17	26	30
		All ES	47		24	21	24	31
		District	28		35	15	16	34

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	163	163	28	30	29	26	15
		All ES	38	23	28	28	20
		District	16	38	19	18	24
Grade	Gr. 04 (Minimum Growth Target: 42)	91	42	15	31	33	21
		All ES	45	18	29	31	22
		District	44	18	29	31	21
	Gr. 05 (Minimum Growth Target: 39)	72	8	49	28	17	7
		All ES	32	28	27	26	19
		District	32	28	27	26	19
Math	Hispanic	88	26	32	31	24	14
		All ES	39	23	28	28	21
		District	14	39	19	18	24
	African American	25	20	36	28	20	16
		All ES	35	26	27	28	20
		District	14	40	19	17	24
	Filipino	17 [^]	-	18	18	47	18
		All ES	36	24	27	29	20
		District	22	36	17	22	26
	Asian	11 [^]	-	27	36	18	18
		All ES	42	21	26	30	23
		District	19	36	19	20	26

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

[^]Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Other	8^	-	50	25	13	13	
		All ES	40	21	29	29	21	
		District	22	34	22	19	26	
	White	8^	-		38		38	25
		All ES	36	22	33	28	18	
		District	19	34	22	19	24	
	Pacific Islander	6^	-	33	33	33	0	
		All ES	30	29	29	26	15	
		District	14	42	17	18	24	
	Cambodian	6^	-	33	33	17	17	
		All ES	42	21	26	31	22	
		District	19	36	19	20	25	
Gender	Female	84	33	27	27	26	19	
		All ES	38	23	28	29	20	
		District	15	38	19	19	24	
	Male	79	21	33	32	25	10	
		All ES	39	24	28	27	21	
		District	16	38	20	18	25	
Nonbinary	All ES^	59		33		50	17	
	District	5	38	20	18	25		
Special Populations	EL + RFEP	28	26	29	39	18	14	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	41	23	26	28	23
		District	12	41	18	17	24
	ELL	16^	-	13	50	13	25
		All ES	42	23	25	29	23
	RFEP	District	23	35	19	19	26
		12^	-	50	25	25	0
	Foster	All ES	40	24	27	26	23
		District	4	46	17	15	23
	GATE/Excel	4^	-	25	25	25	25
		All ES	41	24	26	33	17
	Homeless	District	21	39	16	19	25
		33	36	27	24	24	24
	Homeless/Foster	All ES	35	24	30	28	18
		District	19	35	21	20	25
	Low SES	22	26	27	36	23	14
		All ES	37	26	27	26	21
	Homeless/SES	District	13	40	19	17	24
		26	28	27	35	23	15
	Homeless/SES	All ES	38	26	27	26	21
		District	14	40	19	17	24
Homeless/SES	26	28	27	35	23	15	
	All ES	38	26	27	26	21	
Homeless/SES	District	14	40	19	17	24	
	161	27	30	29	25	15	

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^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Birney

11/16/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations h	Low SES	All ES	38	24	28	28	21	
		District	14	39	19	18	24	
	Special Ed.		32	27	34	31	16	19
		All ES	37		26	25	25	24
		District	20		36	19	16	29
	Spec Ed. Speech/RSP		22	21	41	27	14	18
		All ES	39		24	26	26	24
		District	19		36	19	17	28

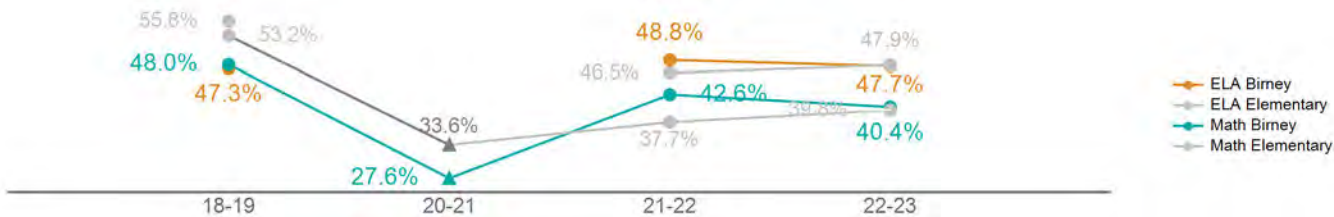
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

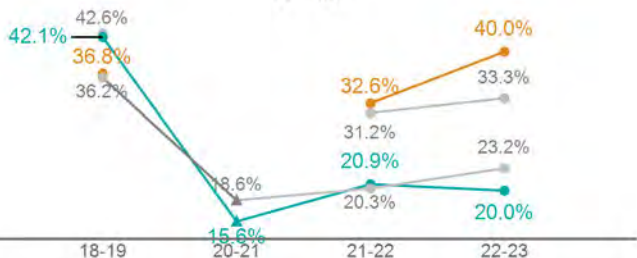
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

**Birney
All Students
N = 245**



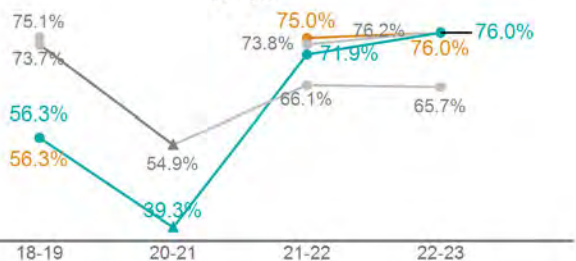
**African American
N = 35**



Asian

Subgroup with fewer than 20 students.

**Filipino
N = 25**



**Hispanic
N = 142**



Pacific Islander

Subgroup with fewer than 20 students.

White

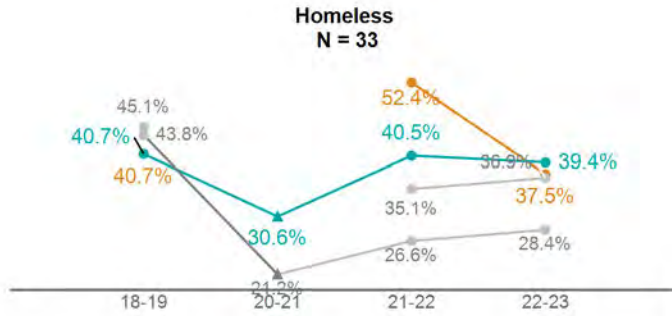
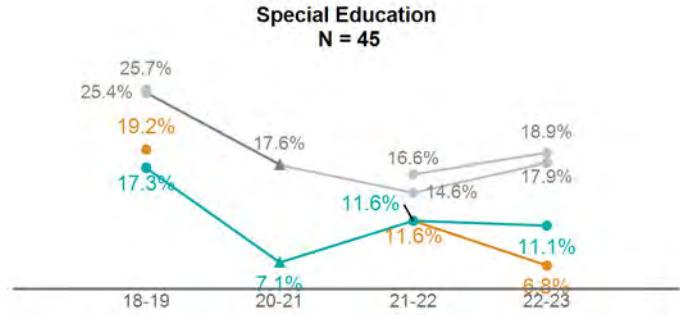
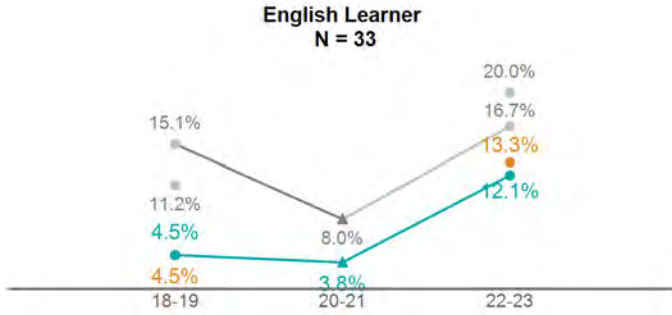
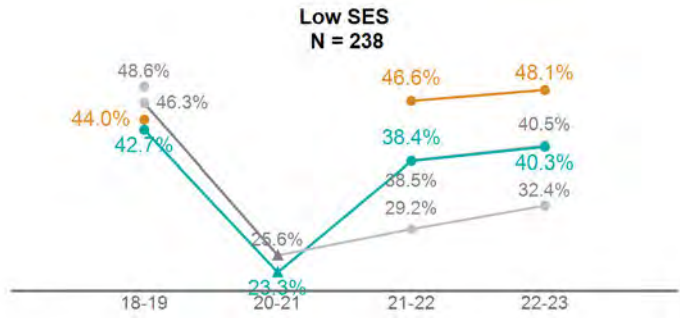
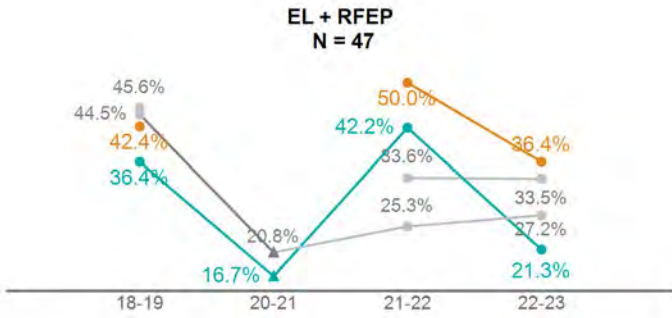
Subgroup with fewer than 20 students.

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.

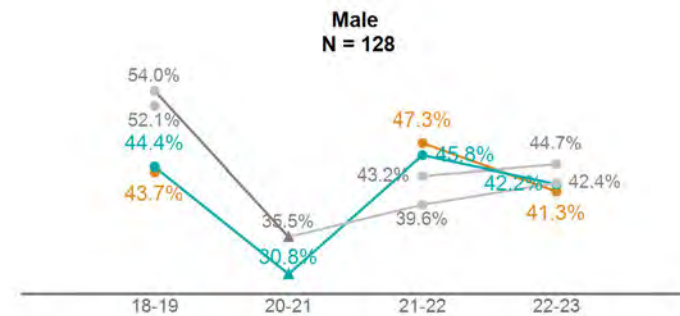
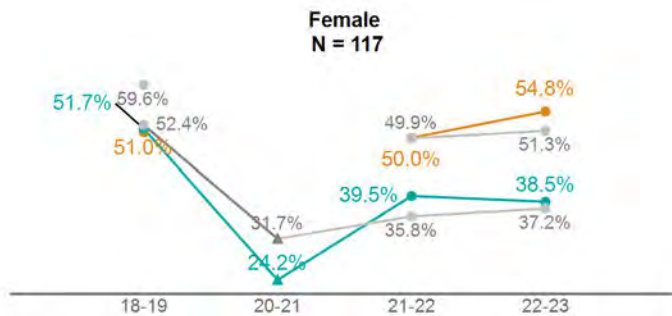
Percent of Students with Achievement Level of Met or Exceeded in SBAC



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



Foster Youth
Subgroup with fewer than 20 students.



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 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6	↓9
Kettering	131	37%	11	25	34	29	63%	↓11	↓9
King	308	73%	40	33	20	7	27%	↑6	-
Lafayette	403	65%	36	29	25	10	35%	↑6	↑-
Lincoln	411	67%	35	32	21	12	33%	↑-	↓-
Longfellow	468	50%	20	30	21	29	50%	↓1	↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6	↓8
Lowell	240	33%	14	19	23	44	67%	↑6	↓9
Macarthur	149	50%	17	33	28	23	50%	↓3	↓10
Madison	153	47%	22	25	28	25	53%	↑4	↑3
Mann	163	62%	34	28	25	13	38%	↑9	↑5
McKinley	242	73%	42	31	20	7	27%	↑5	↑2
Naples	140	19%	6	13	25	56	81%	↑2	↓8
Oropeza	276	77%	49	29	12	11	23%	↑4	↑3
Prisk	274	29%	11	18	28	43	71%	↓3	↓1
Riley	197	65%	36	30	21	14	35%	↓4	↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4	↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1	-
Smith	357	75%	44	31	16	9	25%	↓4	↓5
Stevenson	252	73%	46	27	16	11	27%	↑5	↑3
Twain	193	54%	26	27	26	20	46%	↑2	↑2
Webster	224	74%	47	27	18	8	26%	↑1	↓5
Whittier	295	81%	61	20	12	7	19%	↑4	↑1
Willard	281	73%	41	32	18	9	27%	↑2	↓7

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	8	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%			100	100%	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1	-
Avalon	109	85%	30	55	10	5	15%	↑2	-
Cubberley	198	55%	13	42	23	22	45%	↑6	-
Muir	201	81%	22	59	16	3	19%	↑1	-
Newcomb	163	29%	1	28	43	28	71%	↑7	-
Powell	202	88%	24	64	10	2	12%	↓5	-
Robinson	175	87%	17	70	12	1	13%	↓5	-
Tincher	162	64%	10	53	21	15	36%	↓1	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163			21%	20	47	33	79%	↓-	
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93			20%	20	45	34	80%	↑19	
Wilson	756	76%	14	62	20	4	24%	↑11		-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-	↓1

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

11/16/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

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

SBAC 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%

Birney

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	2	2	
		Grade	Gr. 05	2	2	
		Ethnicity	Hispanic	2	2	
		Gender	Male	2	2	
		GATE/Excel	GATE/Excel	1		
		Homeless	Homeless	1	2	
		LowSES	Low SES	2	2	

Birney

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	2	5	2
		Grade	Gr. 01		2	
			Gr. 03	1	1	
			Gr. 04	1	2	1
			Gr. 05			1
		Ethnicity	African American	1	2	
			Filipino			1
			Hispanic	1	3	1
		Gender	Female	1	2	
			Male	1	3	2
		Foster	Foster		1	
		GATE/Excel	GATE/Excel			1
		Homeless	Homeless	2	2	1
		LowSES	Low SES	2	4	1
		SPED	Special Ed.	1	2	1

Birney

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	1	1	
		Grade	Gr. 01		1	
			Gr. 05	1		
		Ethnicity	African American	1		
			Hispanic		1	
		Gender	Male	1	1	
		Fluency	EL + RFEP		1	
			ELL		1	
		LowSES	Low SES	1	1	
		SPED	Special Ed.	1	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1	

Birney

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	11	10	
		Grade	Gr. 02	6	5	
			Gr. 03	1		
			Gr. 04	3	1	
			Gr. 05	1	4	
			Ethnicity	African American	8	6
		Filipino			1	
		Hispanic		3	3	
		Gender	Female	2	3	
			Male	9	7	
		Fluency	EL + RFEP	2		
			ELL	1		
			RFEP	1		
		Foster	Foster	1		
		GATE/Excel	GATE/Excel		1	
		Homeless	Homeless	2		
		LowSES	Low SES	8	6	
		SPED	Special Ed.	5	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3	4	

Birney

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All	10	4	
		Grade	Gr. 01	2	1	
			Gr. 02	3		
			Gr. 03	1		
			Gr. 04	1	3	
			Gr. 05	3		
		Ethnicity	African American	7	1	
			Hispanic	1	3	
			Other	2		
		Gender	Female	4		
			Male	6	4	
		Fluency	EL + RFEP	1		
			RFEP	1		
		GATE/Excel	GATE/Excel	1		
		Homeless	Homeless	3		
		LowSES	Low SES	10	4	
		SPED	Special Ed.	9		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	6		

Birney

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

subgroup		YR	
Category		# Records	Percent by Category
All Students	All	4	50 50
Grade	Gr. 05	4	50 50
Ethnicity	Hispanic	4	50 50
Gender	Male	4	50 50
Special Populations	GATE/Excel	1	100
	Homeless	3	33 67
	Low SES	4	50 50

Birney

22-23

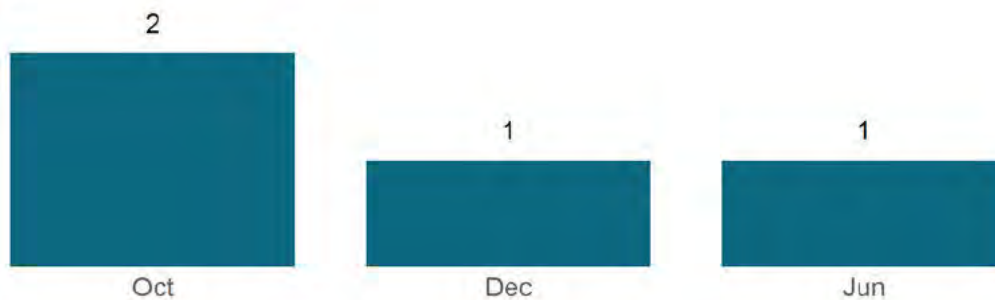
Students by Subgroup Categorized by 1 or more than 1 incident

subgroup		YR	
Category		# Students	Percent by Category
All Students	All	2	50 50
Grade	Gr. 05	2	50 50
Ethnicity	Hispanic	2	50 50
Gender	Male	2	50 50
Special Populations	GATE/Excel	1	100
	Homeless	1	100
	Low SES	2	50 50

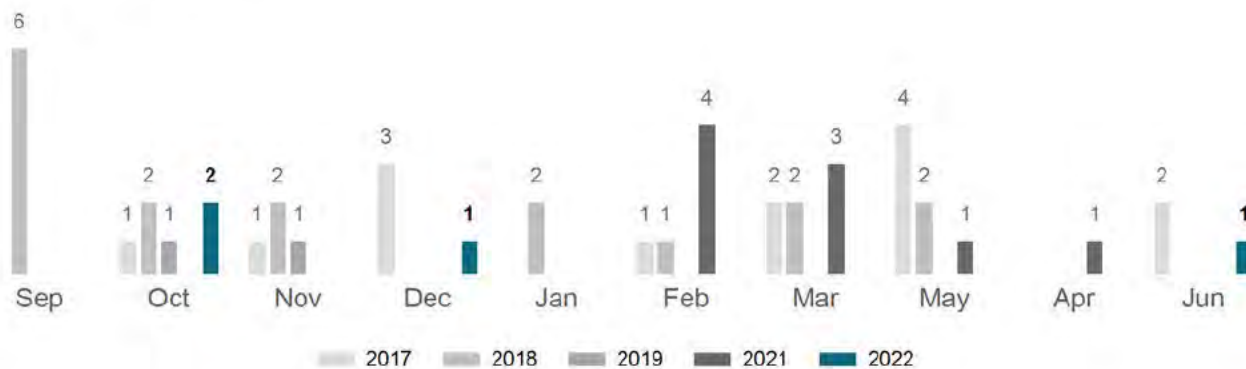
Birney

22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	19-20	21-22	22-23
Sep			6		
Oct		1	2	1	2
Nov		1	2	1	
Dec		3			1
Jan			2		
Feb		1	1		4
Mar		2	2		3
May		4	2		1
Apr					1
Jun		2			1

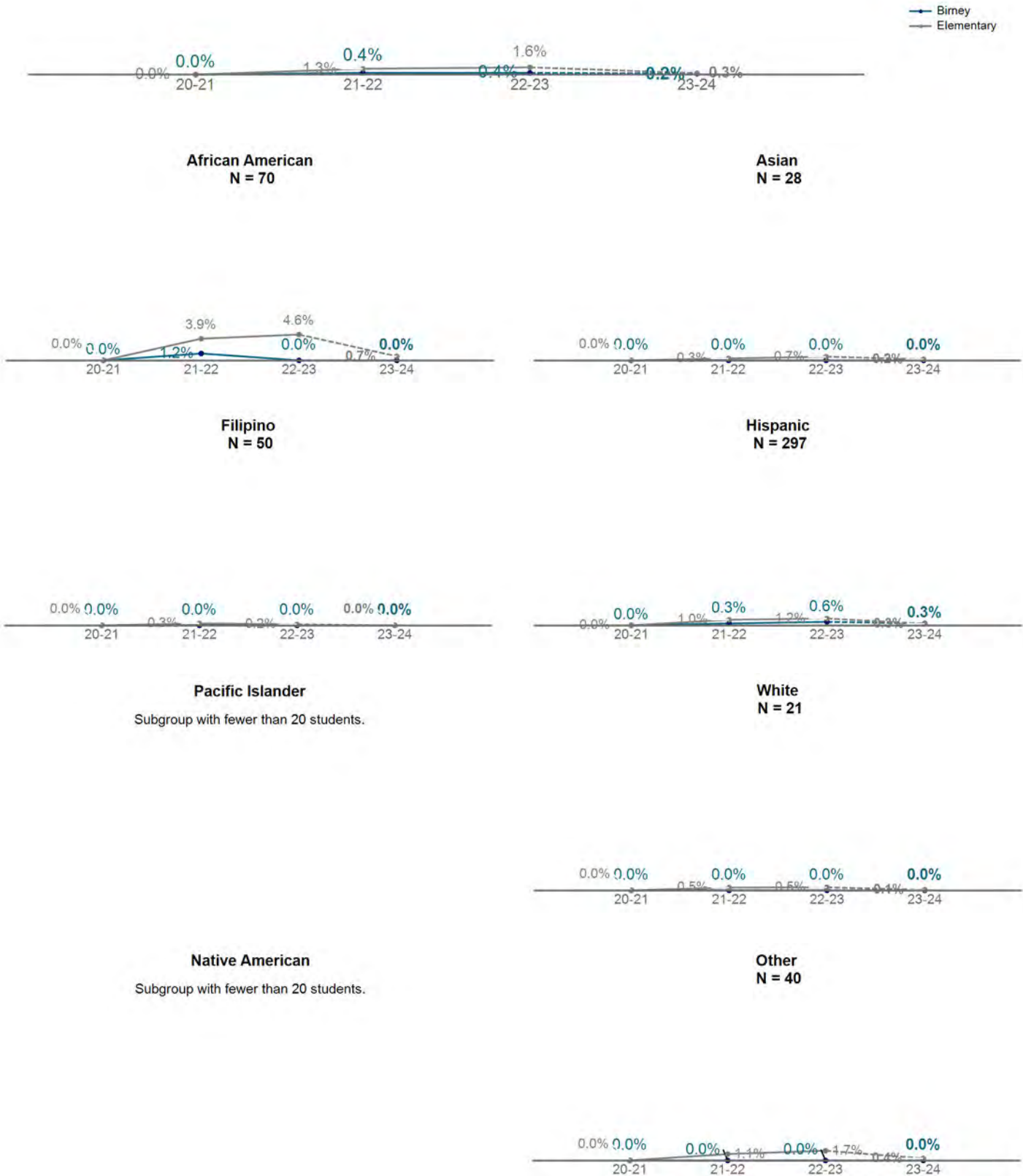
[Submit Feedback](#)

Birney

22-23

Suspension Rate

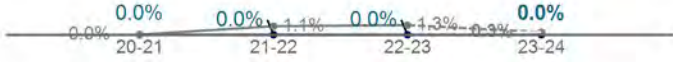
Birney
All Students
N = 514



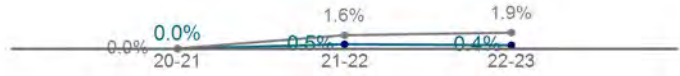
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

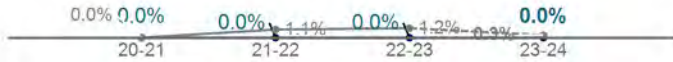
EL + RFEP
N = 95



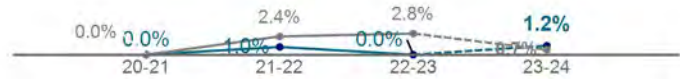
Low SES



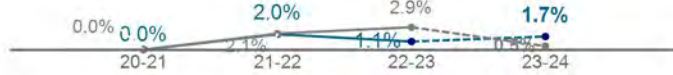
English Learner
N = 91



Special Education
N = 85



Homeless or Foster Youth
N = 58



Female
N = 238



Male
N = 276



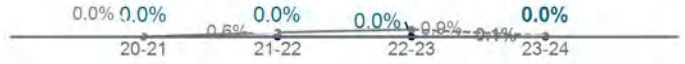
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

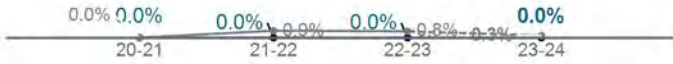
Gr. K
N = 79



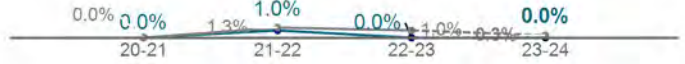
Gr. 01
N = 71



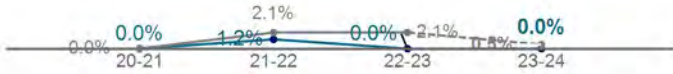
Gr. 02
N = 74



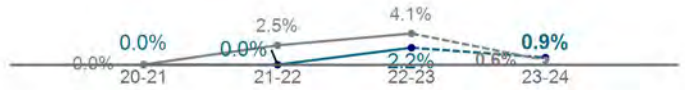
Gr. 03
N = 81



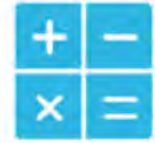
Gr. 04
N = 75



Gr. 05
N = 108



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

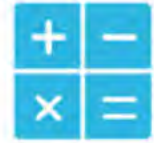
School Data by Subgroup

Birney 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	69	25	67	7	1	
			2	76	12	68	12	8	
			3	72	1	63	14	22	
	Teacher	Anema, C	1	20	15	80	5		
			2	23	13	65	9	13	
			3	24	4	46	21	29	
		Robinson, R	1	24	29	63	8		
			2	25	4	64	16	16	
			3	25		72	8	20	
		Thrane, E	1	24	29	67	4		
			2	25	16	68	16		
			3	25	8	64	12	16	
	Ethnicity	African American	1	12	25	50	17	8	
			2	13	8	85	8		
			3	12		50	17	33	
		Asian	1	5	20	80			
			2	5		60	20	20	
			3	5		60	20	20	
		Filipino	1	4		100			
			2	4		25	25	50	
			3	4		50		50	
		Hispanic	1	41	27	68	5		
			2	47	13	70	11	6	
			3	44	2	68	11	18	
Pacific Islander		1	2		50		50		
		2	1		100				
		3	1		100				
White		1	2		100				
		2	2		50		50		
		3	2				50	50	
Other	1	3	33	67					
	2	4		75		25			
	3	4		75		25			

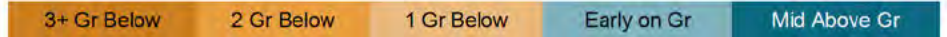


i-Ready Math Overall Relative Placement

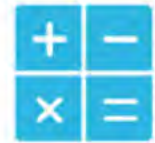
School Data by Subgroup

Birney 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	36	19	72	8		
			2	38	5	71	16	8	
			3	37	3	62	16	19	
		Male	1	33	30	61	6	3	
			2	38	18	66	8	8	
			3	35		63	11	26	
	Special Populations	Low SES	1	65	25	66	8	2	
			2	70	11	67	13	9	
			3	68	1	60	15	24	
		ELL	1	13	46	54			
			2	18	28	67	6		
			3	14	7	71		21	
		EL + RFEP	1	13	46	54			
			2	18	28	67	6		
			3	14	7	71		21	
		Special Ed.	1	7	43	57			
			2	8	13	75	13		
			3	8		100			
		Spec Ed. Speech/RSP	1	3	33	67			
			2	3		100			
			3	3		100			
Homeless	1	12	42	50	8				
	2	14	7	93					
	3	10		60	10	30			

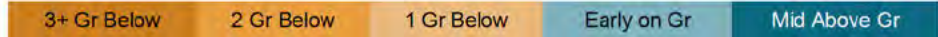


i-Ready Math Overall Relative Placement

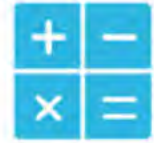
School Data by Subgroup

Birney 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	70	37	59	4		
			2	73	23	60	10	7	
			3	73	7	58	15	21	
	Teacher	Hryze, G	1	25	36	64			
			2	26	31	58	12		
			3	26	4	65	15	15	
		Salvador, A	1	24	50	46	4		
			2	25	36	56	8		
			3	25	20	56	8	16	
		Ujije, J	1	23	30	61	9		
			2	24	4	67	17	13	
			3	24	4	46	21	29	
	Ethnicity	African American	1	9	44	56			
			2	12	33	50	17		
			3	11		55	27	18	
		Asian	1	2	100				
			2	1	100				
			3	2		50		50	
		Filipino	1	11	18	73	9		
			2	11	18	45	18	18	
			3	11		36	27	36	
		Hispanic	1	40	48	48	5		
			2	42	26	62	5	7	
			3	41	12	66	5	17	
Pacific Islander		1	2	100					
		2	2	100					
		3	2	100					
White	1	3	100						
	2	2		50		50			
	3	3				67	33		
Other	1	3	33	67					
	2	3	100						
	3	3		67		33			

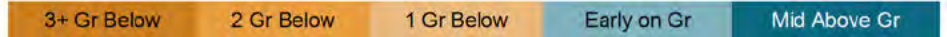


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	31	45	48	6		
			2	36	25	64	6	6	
			3	35	11	60	14	14	
		Male	1	39	31	67	3		
			2	37	22	57	14	8	
			3	38	3	55	16	26	
	Special Populations	Low SES	1	66	36	59	5		
			2	68	25	57	10	7	
			3	68	7	56	15	22	
		ELL	1	13	31	69			
			2	14	29	71			
			3	13	8	54	31	8	
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	14	29	71			
			2	15	27	73			
			3	14	7	57	29	7	
		Special Ed.	1	16	50	50			
			2	15	40	40	20		
			3	15	27	40	20	13	
		Spec Ed. Speech/RSP	1	8	38	63			
			2	8	13	50	38		
			3	8	25	25	25	25	
		Foster	1	2	100				
			2	2			100		
			3	2			50	50	
Homeless	1	9	56	44					
	2	10	40	50	10				
	3	10	80		10	10			
GATE/Excel	1	6		50	50				
	2	6		50	50				
	3	6			33	67			

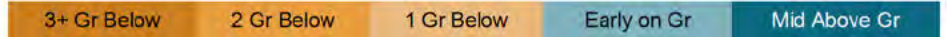
i-Ready Math Overall Relative Placement

School Data by Subgroup

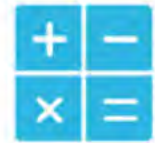
Birney 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	66	20	17	58	6	
			2	68	4	18	46	25	7
			3	69	4	10	33	22	30
	Teacher	Goodman, M	1	21	24	19	43	14	
			2	23	4	22	39	30	4
			3	23	4	13	43	22	17
		Green, R	1	23	17	13	65	4	
			2	23	22		43	26	9
			3	23	9	30	26	35	
		Smith, R	1	23	17	17	65		
			2	23	9	13	52	17	9
			3	23	9	9	26	17	39
	Ethnicity	African American	1	8	25	25	50		
			2	8	25		63	13	
			3	8	25		38	13	25
		Asian	1	4	50		25	25	
			2	4	25		25	50	
			3	4	25		25	50	
		Filipino	1	6	100				
			2	7		43		29	29
			3	7		14		29	57
		Hispanic	1	43	23	14	56	7	
			2	44	7	18	48	20	7
			3	45	7	9	36	24	24
Pacific Islander		1	1	100					
		2	1				100		
		3	1				100		
White	1	1	100						
	2	1				100			
	3	1				100			
Other	1	3	33	33	33				
	2	3		33	33	33			
	3	3		67		33			

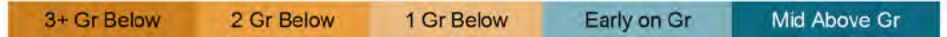


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	24	29	13	54	4	
			2	24	4	25	46	25	
			3	25	4	16	40	12	28
		Male	1	42	14	19	60	7	
			2	44	5	14	45	25	11
			3	44	5	7	30	27	32
	Special Populations	Low SES	1	64	19	17	58	6	
			2	65	5	17	48	23	8
			3	66	5	9	33	21	32
		ELL	1	9	22	33	44		
			2	10	10	30	40	10	10
			3	10	10	10	50	20	10
		RFEP	1	1	100				
			2	2		50	50		
			3	2				100	
		EL + RFEP	1	10	20	30	50		
			2	12	8	25	42	17	8
			3	12	8	8	42	17	25
		Special Ed.	1	7	57	29	14		
			2	7	29	43	29		
			3	7	29	29	29	14	
		Spec Ed. Speech/RSP	1	6	50	33	17		
			2	6	17	50	33		
			3	6	17	33	33	17	
	Homeless	1	5	40	20	40			
		2	5	20	20	40	20		
		3	5	20	60	20			
GATE/Excel	1	4	25	25	50				
	2	5	20	40	40				
	3	5	20	80					

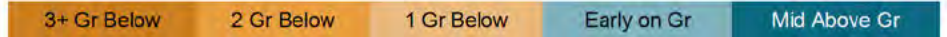
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	97	10	16	56	13	4
			2	96	9	6	43	29	13
			3	94	11	7	26	28	29
	Teacher	Bernales, M	1	29	10	17	52	17	3
			2	31	13		42	35	10
			3	31	6	6	26	29	32
		Clayton, T	1	3	100				
			2	4	50		50		
			3	4	100				
		Gentle, D	1	32	6	19	63	6	6
			2	32	6	6	53	25	9
			3	32	9	6	34	25	25
	Salzman, D	1	29	7	14	55	21	3	
		2	29	7	7	38	28	21	
		3	30	7	10	23	30	30	

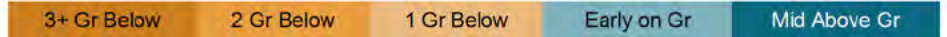
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Ethnicity	African American	1	17	12	24	47	18	
			2	17	24	6	41	12	18
			3	15		33	13	33	20
		Asian	1	6		33	17	50	
			2	6		17	33	50	
			3	6			17	83	
		Filipino	1	14	7	64	21	7	
			2	13		46	31	23	
			3	14		14	43	43	
		Hispanic	1	46	13	24	54	9	
			2	47	9	6	47	36	2
			3	46	9	13	35	24	20
		Pacific Islander	1	5	100				
			2	4		75	25		
			3	4		50	25	25	
		White	1	4		50	50		
			2	4			50	50	
			3	4			25	75	
		Other	1	5	40	60			
			2	5	20	40	40		
			3	5	20	20	40	20	
Gender	Female	1	50	8	22	44	20	6	
		2	52	10	6	42	25	17	
		3	51	12	6	27	20	35	
	Male	1	47	13	11	68	6	2	
		2	44	9	7	43	34	7	
		3	43	9	9	23	37	21	
Special Populations	Low SES	1	96	10	17	56	14	3	
		2	94	9	6	44	30	12	
		3	92	11	7	26	28	28	
	ELL	1	9	33	33	33			
		2	10	20	10	50	20		
		3	10	10	30	40	20		

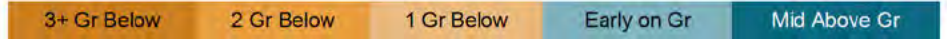


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 4

Legend

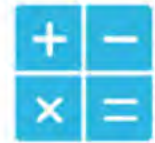


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
4	Special Populations	RFEP	1	1	100						
			2	1					100		
			3	1					100		
		EL + RFEP	1	10	30	30	40				
			2	11	18	9	45	27			
			3	11	9	27	36	27			
		Special Ed.	1	16	44	31	25				
			2	17	35	24	35	6			
			3	17	41	24	12	24			
		Spec Ed. Speech/RSP	1	13	31	38	31				
			2	13	31	15	46	8			
			3	13	23	31	15	31			
		Foster	1	2	100						
			2	2	50	50					
			3	2	100						
		Homeless	1	15	13	7	60	7	13		
			2	15	20	7	33	27	13		
			3	15	7	13	20	40	20		
GATE/Excel	1	24	42		42	17					
	2	24	13	42	46						
	3	23	4	17	78						

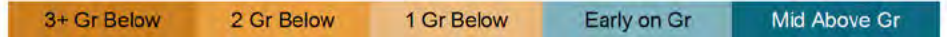
i-Ready Math Overall Relative Placement

School Data by Subgroup

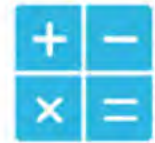
Birney 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	80	30	14	31	19	6
			2	80	23	13	33	18	15
			3	79	20	11	24	16	28
	Teacher	Choe, S	1	34	12	18	44	18	9
			2	34	3	15	41	18	24
			3	34	3	12	32	18	35
		Clayton, T	1	9	100				
			2	11	91	9			
			3	11	82	18			
		Gonzalez, C	1	34	24	15	29	26	6
			2	34	21	9	35	24	12
			3	34	18	9	24	21	29
	Ethnicity	African American	1	10	20	30	40	10	
			2	10	20		60	10	10
			3	10	20		50	20	10
		Asian	1	5		60		40	
			2	5			20	60	20
			3	5				100	
		Filipino	1	4			25	50	25
			2	4				50	50
			3	4			25		75
		Hispanic	1	52	40	12	29	13	6
			2	51	31	14	33	8	14
			3	50	26	14	24	16	20
Pacific Islander		1	2		50		50		
		2	2		50		50		
		3	2		50		50		
White	1	4		25	25	25	25		
	2	5		40	20	20	20		
	3	5		20	20	20	40		
Other	1	3		67		33			
	2	3			33		67		
	3	3					67	33	

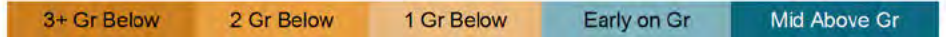


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	42	31	10	33	19	7
			2	41	22	12	32	12	22
			3	40	23	8	28	13	30
		Male	1	38	29	18	29	18	5
			2	39	23	13	33	23	8
			3	39	18	15	21	21	26
	Special Populations	Low SES	1	78	29	13	32	19	6
			2	78	22	13	32	18	15
			3	77	19	12	23	17	29
		ELL	1	12	75	8	17		
			2	12	58	25	17		
			3	12	67	8	17	8	
		RFEP	1	11	9	64	27		
			2	11	9	55	9	27	
			3	11	9	18	45	27	
		EL + RFEP	1	23	39	9	39	13	
			2	23	35	13	35	4	13
			3	23	35	9	17	26	13
		Special Ed.	1	20	75	10	15		
			2	21	67	14	10	10	
			3	21	62	19	5	10	5
		Spec Ed. Speech/RSP	1	11	55	18	27		
			2	10	40	20	20	20	
			3	10	40	20	10	20	10
		Foster	1	2	100				
			2	3	33		33	33	
			3	3	33		33	33	
		Homeless	1	14	43	29	7	14	7
			2	14	14	21	50	14	
			3	13	23	8	46	23	
GATE/Excel	1	10			10	40	50		
	2	10				30	70		
	3	10				10	90		

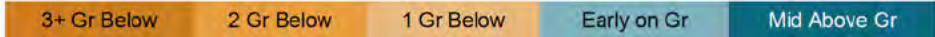
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	73	15	73	4	8	
			2	76	9	61	16	14	
			3	63	5	46	11	38	
	Teacher	Anema, C	1	21	10	86	5		
			2	23	4	74	13	9	
			3	24	4	42	13	42	
		Robinson, R	1	25	28	56	4	12	
			2	25	12	52	16	20	
			3	25		52	12	36	
		Thrane, E	1	24	8	71	13	8	
			2	25	8	48	20	24	
			3	25	8	28	16	48	
	Ethnicity	African American	1	13	15	77	8		
			2	13	8	77	8	8	
			3	10		40	10	50	
		Asian	1	4		50		50	
			2	5		40		60	
			3	2		50		50	
		Filipino	1	4		50		50	
			2	4		50		50	
			3	2		50		50	
		Hispanic	1	45	20	71	9		
			2	48	13	58	21	8	
			3	42	7	50	7	36	
		Pacific Islander	1	2		100			
			2	1		100			
			3	1		100			
White	1	2		100					
	2	1		100					
	3	2				100			
Other	1	3		100					
	2	4		50	25	25			
	3	4		25	50	25			

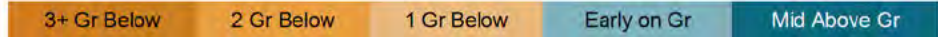
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	36	11	67	8	14	
			2	38	8	53	18	21	
			3	33	6	42	15	36	
		Male	1	37	19	78	3		
			2	38	11	68	13	8	
			3	30	3	50	7	40	
	Special Populations	Low SES	1	69	16	72	3	9	
			2	70	9	60	17	14	
			3	60	5	47	10	38	
		ELL	1	14	43	50	7		
			2	18	33	56	6	6	
			3	16	19	44	19	19	
		EL + RFEP	1	14	43	50	7		
			2	18	33	56	6	6	
			3	16	19	44	19	19	
		Special Ed.	1	8	50	50			
			2	8	25	63	13		
			3	8		88	13		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	33	33		
			3	3		67	33		
Homeless	1	13	23	62	15				
	2	14	14	79	7				
	3	10	10	50	10	30			

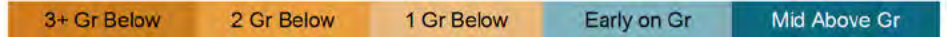
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	72	39	40	17	4	
			2	72	15	40	22	22	
			3	69	10	35	14	41	
	Teacher	Hryze, G	1	25	44	40	16		
			2	26	8	54	23	15	
			3	26	8	50	12	31	
		Salvador, A	1	24	42	42	13	4	
			2	25	28	48	12	12	
			3	25	20	36	8	36	
		Ujije, J	1	23	30	39	22	9	
			2	24	8	25	29	38	
			3	24	4	17	25	54	
	Ethnicity	African American	1	10	60	20	20		
			2	12	8	58	17	17	
			3	11		55	18	27	
		Asian	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Filipino	1	11	9	36		55	
			2	10	10	10	20	60	
			3	11	18	9		73	
		Hispanic	1	41	46	41	7	5	
			2	41	22	41	24	12	
			3	38	18	32	18	32	
		Pacific Islander	1	2	100				
			2	2		50		50	
			3	1				100	
White	1	3	33	67					
	2	2			50	50			
	3	3		33		67			
Other	1	3	33	33		33			
	2	3		67		33			
	3	3		67		33			

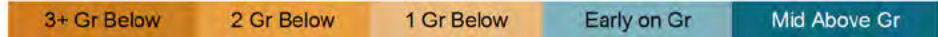
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	33	42	33	18	6	
			2	35	20	31	23	26	
			3	34	15	32	9	44	
		Male	1	39	36	46	15	3	
			2	37	11	49	22	19	
			3	35	6	37	20	37	
	Special Populations	Low SES	1	67	37	40	18	4	
			2	67	15	39	22	24	
			3	64	11	33	14	42	
		ELL	1	13	38	46	15		
			2	12	25	25	50		
			3	11	18	27	18	36	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	14	36	50	14		
			2	13	23	23	46	8	
			3	12	17	25	17	42	
		Special Ed.	1	16	69	31			
			2	14	43	43	7	7	
			3	14	36	43	7	14	
		Spec Ed. Speech/RSP	1	8	75	25			
			2	8	25	50	13	13	
			3	8	25	38	13	25	
	Foster	1	2	50	50				
		2	2		50		50		
		3	2		50		50		
Homeless	1	10	50	40	10				
	2	10	10	50	30	10			
	3	9		56	11	33			
GATE/Excel	1	6			50	50			
	2	6			17	83			
	3	6				100			

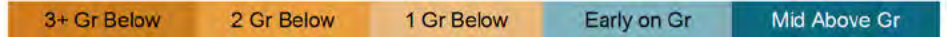
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	66	8	23	21	29	20
			2	66	6	12	17	36	29
			3	66	5	9	14	33	39
	Teacher	Goodman, M	1	21	10	24	14	38	14
			2	23	4	13	17	30	35
			3	23	4	13	4	35	43
		Green, R	1	23	9	17	35	22	17
			2	23	4	13	9	52	22
			3	23	4	4	17	43	30
		Smith, R	1	23	4	26	17	26	26
			2	23	9	9	26	26	30
			3	23	4	13	22	22	39
	Ethnicity	African American	1	8	38	25	38		
			2	7	29	57	14		
			3	7	14	14	57	14	
		Asian	1	4	50	50			
			2	4	25	25	50		
			3	3		33	67		
		Filipino	1	5	20	40	40		
			2	6	17	17	67		
			3	6		33	67		
		Hispanic	1	44	9	20	25	27	18
			2	45	7	16	13	42	22
			3	45	4	11	16	33	36
		Pacific Islander	1	1				100	
			2	1				100	
			3	1				100	
White	1	1				100			
	2	1				100			
	3	1				100			
Other	1	3	33	33	33				
	2	2	50	50					
	3	3	33	33	33				

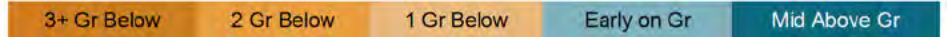
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 3



Legend

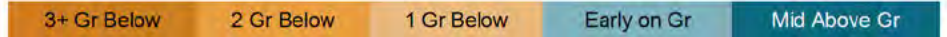


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	25	8	28	20	28	16
			2	24	8	8	21	38	25
			3	25	4	12	16	32	36
		Male	1	41	7	20	22	29	22
			2	42	5	14	14	36	31
			3	41	5	7	12	34	41
	Special Populations	Low SES	1	64	6	23	20	30	20
			2	63	6	11	17	38	27
			3	63	5	8	14	35	38
		ELL	1	9	22	22	22	33	
			2	10	10	40	20	30	
			3	9	11	22	11	33	22
		RFEP	1	2					100
			2	2					100
			3	2				50	50
		EL + RFEP	1	11	18	18	18	45	
			2	12	8	33	17	42	
			3	11	9	18	9	36	27
		Special Ed.	1	7	43	29	14	14	
			2	7	29	14	14	43	
			3	7	29	29		43	
		Spec Ed. Speech/RSP	1	6	33	33	17	17	
			2	6	17	17	17	50	
			3	6	17	33		50	
	Homeless	1	5		40		40	20	
		2	5		40		20	40	
		3	5		40		20	40	
GATE/Excel	1	5				40	60		
	2	5				40	60		
	3	5				20	80		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Birney 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	95	13	9	44	13	21	
			2	98	10	6	42	18	23	
			3	92	12	4	40	21	23	
	Teacher	Bernales, M	1	30	10	13	47	7	23	
			2	31	13	10	35	16	26	
			3	31	13	6	29	26	26	
		Clayton, T	1	3	100					
			2	4	100					
			3	4	100					
		Gentle, D	1	32	22	9	38	13	19	
			2	32	3	6	50	28	13	
			3	32	9	6	47	22	16	
	Salzman, D	1	29	7	7	52	14	21		
		2	29	3	3	48	14	31		
		3	30	10		50	13	27		

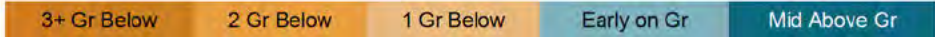
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Ethnicity	African American	1	16	19	44	6	31	
			2	17	18	41	24	18	
			3	17	24	6	35	12	24
		Asian	1	6		33		67	
			2	6		17	17	67	
			3	6			50	50	
		Filipino	1	13		62	8	31	
			2	14		36	21	43	
			3	13		46	31	23	
		Hispanic	1	46	13	20	37	15	15
			2	48	10	8	48	19	15
			3	45	11	7	42	20	20
		Pacific Islander	1	5		80		20	
			2	4		75		25	
			3	4		75		25	
		White	1	4		50		50	
			2	4		25	25	50	
			3	4		50		50	
		Other	1	5	60		40		
			2	5		40	20	20	20
			3	3	67		33		
Gender	Female	1	51	10	10	41	14	25	
		2	52	10	4	37	21	29	
		3	51	12	6	33	20	29	
	Male	1	44	16	9	48	11	16	
		2	46	11	9	48	15	17	
		3	41	12	2	49	22	15	
Special Populations	Low SES	1	94	13	10	45	12	21	
		2	96	9	6	43	18	24	
		3	90	11	4	41	20	23	
	ELL	1	8	13	25	50	13		
		2	10	30	10	50	10		
		3	11	36	18	27	9	9	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	RFEP	1	1	100					
			2	1	100					
			3	1	100					
		EL + RFEP	1	9	11	22	44	22		
			2	11	27	9	45	9	9	
			3	12	33	17	33	8	8	
		Special Ed.	1	16	56	13	31			
			2	18	39	22	33	6		
			3	14	50	21	29			
		Spec Ed. Speech/RSP	1	13	46	15	38			
			2	14	21	29	43	7		
			3	10	30	30	40			
		Foster	1	2	100					
			2	2	100					
			3	2	100					
		Homeless	1	15	13	7	47	13	20	
			2	16	6	13	38	6	38	
			3	14	14	43	21	21		
GATE/Excel	1	24			29	17	54			
	2	24			17	21	63			
	3	23			13	26	61			

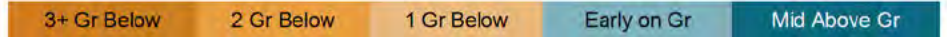
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	79	28	19	19	23	11
			2	79	22	16	25	20	16
			3	77	18	16	23	26	17
	Teacher	Choe, S	1	34	9	29	24	26	12
			2	34	9	21	26	21	24
			3	34	6	15	18	41	21
		Clayton, T	1	10	100				
			2	11	91	9			
			3	11	91	9			
		Gonzalez, C	1	34	18	21	21	26	15
			2	34	9	18	32	26	15
			3	34	9	18	38	18	18
	Ethnicity	African American	1	10	40	10	20	20	10
			2	10	20	20	30	20	10
			3	9	22	11	44	22	
		Asian	1	5	20	20	20	20	40
			2	5	20	20	40	40	
			3	5	20	20	60	20	
		Filipino	1	4	25	25	50	25	
			2	4	25	25	50	25	
			3	4			50	50	
		Hispanic	1	51	35	20	20	22	4
			2	50	30	14	26	18	12
			3	49	24	16	24	24	10
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
White	1	4	50	50					
	2	5	40	20	40				
	3	5	40	20	40				
Other	1	3	33	33	33				
	2	3	33	33	33				
	3	3			67	33			

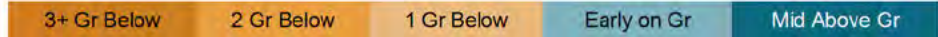
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	41	24	20	15	27	15
			2	40	25	10	25	20	20
			3	39	15	18	21	26	21
		Male	1	38	32	18	24	18	8
			2	39	18	23	26	21	13
			3	38	21	13	26	26	13
	Special Populations	Low SES	1	77	27	18	19	23	12
			2	77	21	16	26	21	17
			3	75	17	16	23	27	17
		ELL	1	13	62	23	15		
			2	12	58	17	25		
			3	11	45	36	9	9	
		RFEP	1	11	9	55	27	9	
			2	11	9	36	36	18	
			3	11		36	36	27	
		EL + RFEP	1	24	33	17	33	13	4
			2	23	30	13	30	17	9
			3	22	23	18	23	23	14
		Special Ed.	1	21	71	19	10		
			2	21	67	19	14		
			3	20	65	20	15		
	Spec Ed. Speech/RSP	1	11	45	36	18			
		2	10	40	30	30			
		3	9	33	33	33			
	Foster	1	2		50	50			
		2	3	33	33	33			
		3	3	33	33	33			
Homeless	1	12	50	17	17	17			
	2	13	38	15	15	15	15		
	3	13	15	31	15	23	15		
GATE/Excel	1	10		10	20	70			
	2	10			30	70			
	3	10		20	10	70			

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

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



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	394	3	394	8	8	39	19	26	
Grade	Gr. 01	3	74	4		61	14	22	
	Gr. 02	3	75	9		56	15	20	
	Gr. 03	3	69	4	10	33	22	30	
	Gr. 04	3	97	11	7	27	27	28	
	Gr. 05	3	79	20	11	24	16	28	
Ethnicity	African American	3	59	12	5	41	22	20	
	Asian	3	22			5	23	9	64
	Filipino	3	40			25	28	48	
	Hispanic	3	230	9	11	44	16	20	
Gender	Female	3	191	9	9	41	15	26	
	Male	3	203	6	8	37	23	26	
Special Populations	Low SES	3	378	8	8	38	19	26	
	ELL	3	63	17	16	44	11	11	
	EL + RFEP	3	78	14	14	40	15	17	
	Special Ed.	3	70	31		21	26	16	6
	Spec Ed. Speech/RSP	3	41	20		24	22	24	10
	Homeless	3	42	7	7	52	14	19	
	GATE/Excel	3	44				2	18	80

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	394	3	394	8	9	31	21	31	
Grade	Gr. 01	3	74	4	41	14	42		
	Gr. 02	3	75	11	35	15	40		
	Gr. 03	3	69		4	10	14	33	38
	Gr. 04	3	97	14	4	40	20	22	
	Gr. 05	3	79	19	15	24	25	16	
Ethnicity	African American	3	59	10	5	39	17	29	
	Asian	3	22			5	14	36	45
	Filipino	3	40			25	28	48	
	Hispanic	3	230	10	12	32	21	26	
Gender	Female	3	191	7	11	30	19	34	
	Male	3	203	9	6	33	23	28	
Special Populations	Low SES	3	378	8	9	31	21	31	
	ELL	3	63	17	24	24	16	19	
	EL + RFEP	3	78	14	19	26	19	22	
	Special Ed.	3	70	37	21	26	11	4	
	Spec Ed. Speech/RSP	3	41	27	24	24	20	5	
	Homeless	3	42	14	2	40	19	24	
	GATE/Excel	3	44				11	18	70

The percentages may not equal 100% due to rounding.



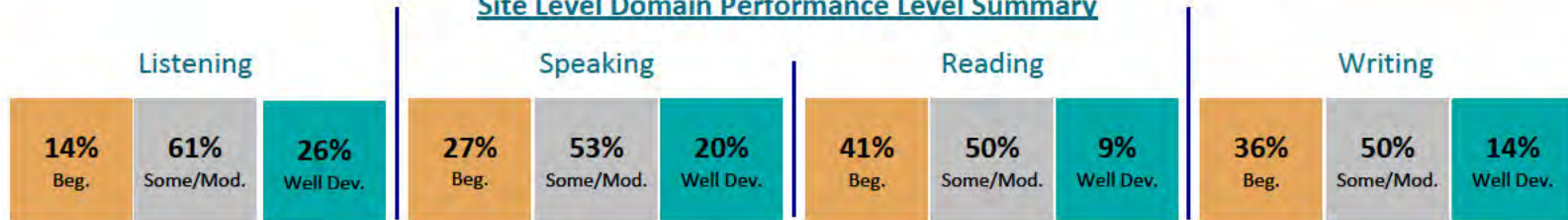
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Birney

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

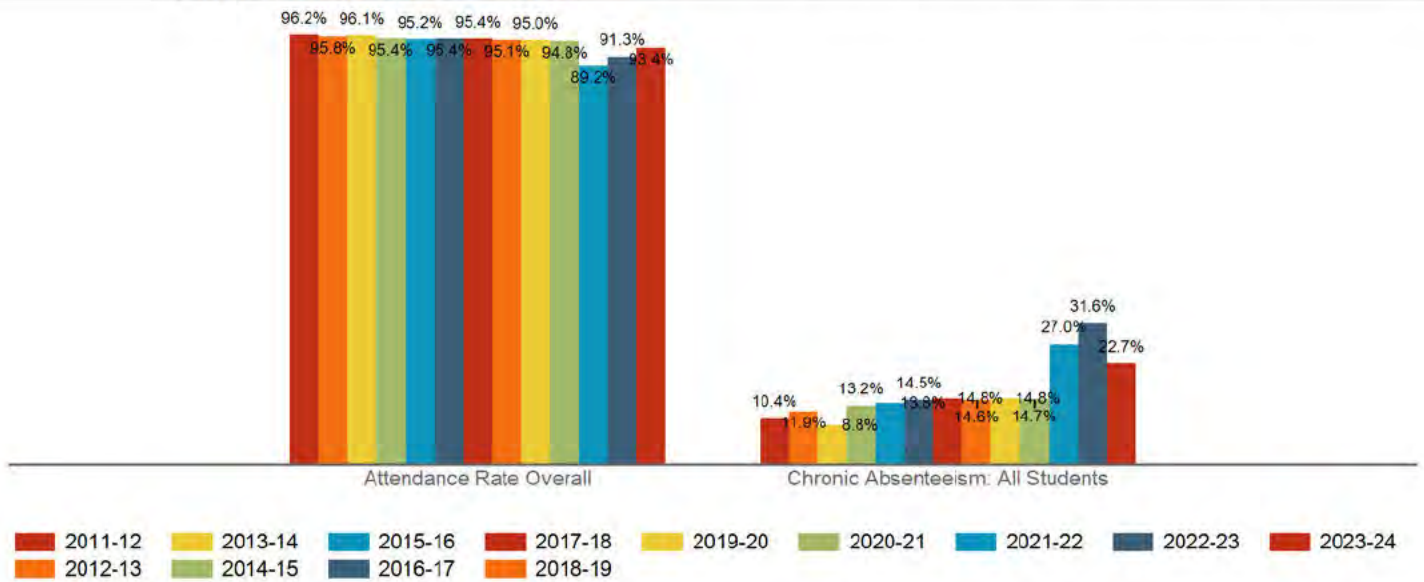
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
01	8%	50%	33%	8%	17%	50%	33%	33%	67%	0%	17%	75%	8%	42%	25%	33%
02	50%	21%	29%	0%	29%	64%	7%	43%	57%	0%	57%	21%	21%	50%	50%	0%
03	17%	33%	50%	0%	0%	92%	8%	8%	50%	42%	42%	58%	0%	25%	58%	17%
04	11%	56%	33%	0%	11%	67%	22%	44%	44%	11%	44%	56%	0%	22%	78%	0%
05	11%	26%	32%	32%	0%	42%	47%	5%	47%	37%	32%	47%	11%	26%	47%	16%

School Demographics			
	School	District	State
African American	14.1%	11.6%	
Am. Indian	0%	.1%	
Asian	5.4%	6.1%	
Filipino	9.8%	2%	
Hispanic/Latino	57%	60.9%	
Multiple	8%	7.1%	
Pacific Islander	1.6%	.7%	
White	4.2%	11.3%	
English Learner	17.9%	21.2%	
Reclassified Fluent English Proficient	.8%	2.1%	
Students w/Disabilities	12%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>By June 2023, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.</p> <p>Teachers will also continue to implement social emotional lessons, including the use of a new program: Second Step, starting with grades K-2. An SEL TOSA will continue to provide modeling of SEL and character lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL TOSA will increase students sense of belonging and therefore help to increase attendance.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).		Counselor
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.		Intermediate Office Assistant
Total			

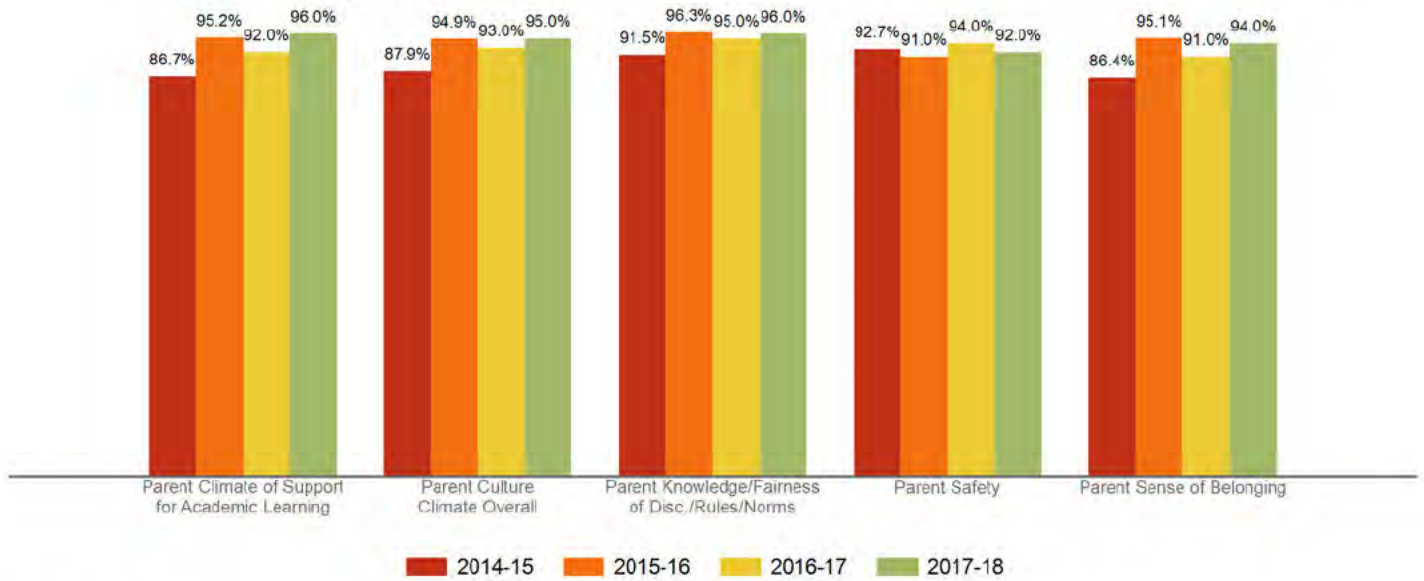
Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15151	14	1/18/23	6/17/23	1	0.5	0.5
15364	125	3/1/23	6/16/23	1	0.33	0.33
15365	79	3/1/23	6/17/23	1	0.33	0.33
	218					1.16

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	<p>By June 2023, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.</p> <p>Teachers will also continue to implement social emotional lessons, including the use of a new program: Second Step, starting with grades K-2. An SEL TOSA will continue to provide modeling of SEL and character lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL TOSA will increase students sense of belonging and therefore help to increase attendance.</p>



Budgeted Items

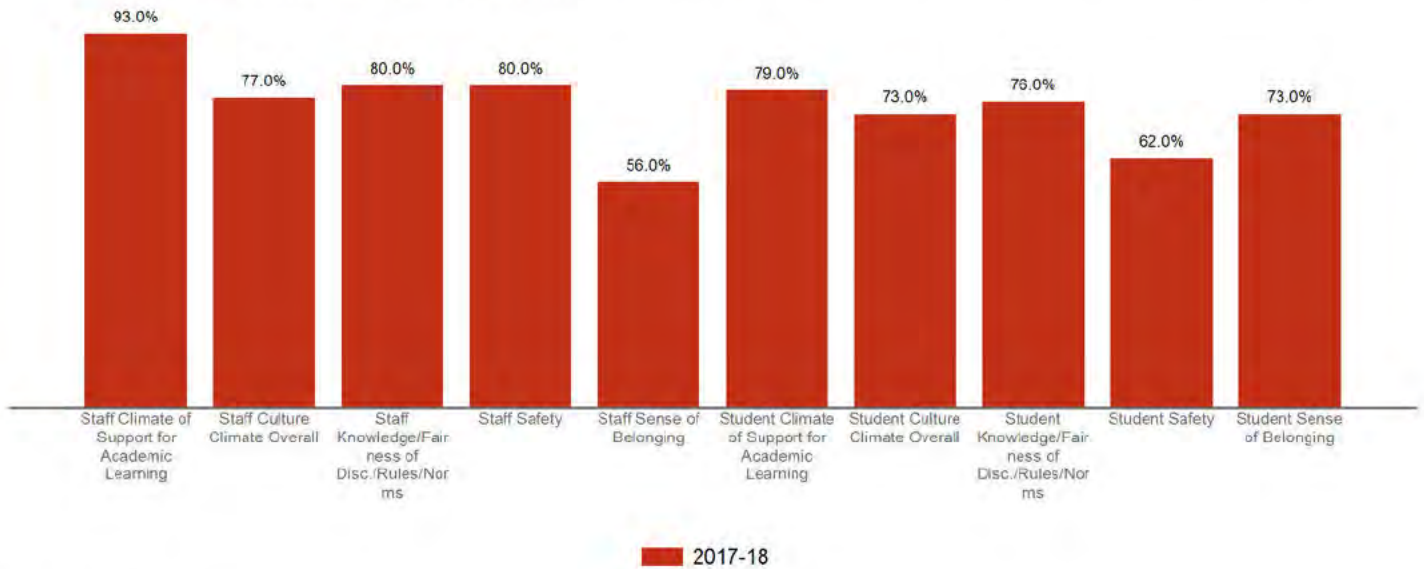
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).		Counselor
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.		Materials, Teacher Hourly Extra Comp
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.		Intermediate Office Assistant
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.		Teacher on Special Assignment (TOSA)
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	<p>By June 2023, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.</p> <p>Teachers will also continue to implement social emotional lessons, including the use of a new program: Second Step, starting with grades K-2. An SEL TOSA will continue to provide modeling of SEL and character lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL TOSA will increase students sense of belonging and therefore help to increase attendance.</p>



Budgeted Items

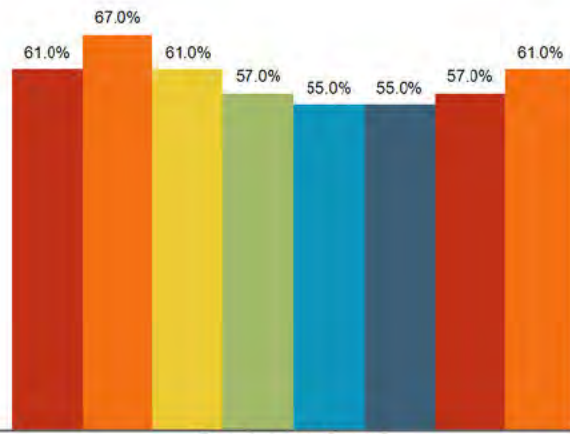
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).		Counselor
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.		Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.		Materials
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.		Intermediate Office Assistant
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.		Teacher on Special Assignment (TOSA)
Total			

Elementary Reading - Benchmarks

School Year: 22-23

Goals

Area	Description
ELA Goals	<p>ELA Goals By June 2023, Birney students will achieve at least one year of academic growth in ELA as demonstrated by FRSA, iReady, SBAC and LIT team data.</p> <p>By June 2023, Birney students achieving below grade level will demonstrate greater than one year of growth in ELA as shown by FRSA, iReady, SBAC and LIT team data.</p> <p>To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.</p>



■ 2011-12
 ■ 2012-13
 ■ 2013-14
 ■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19

Budgeted Items

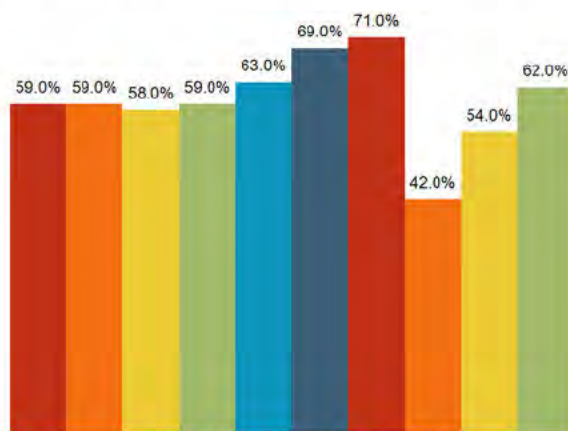
Line Number	Description	Cost	Personnel Summary
3	Teacher Librarian .10 FTE Supplemental Duties: • Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. • Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. • Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process		L brarian
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals

Area	Description
ELA Goals	<p>ELA Goals By June 2023, Birney students will achieve at least one year of academic growth in ELA as demonstrated by FRSA, iReady, SBAC and LIT team data.</p> <p>By June 2023, Birney students achieving below grade level will demonstrate greater than one year of growth in ELA as shown by FRSA, iReady, SBAC and LIT team data.</p> <p>To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.		Materials, Substitute teacher full day
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process		Librarian
Total			

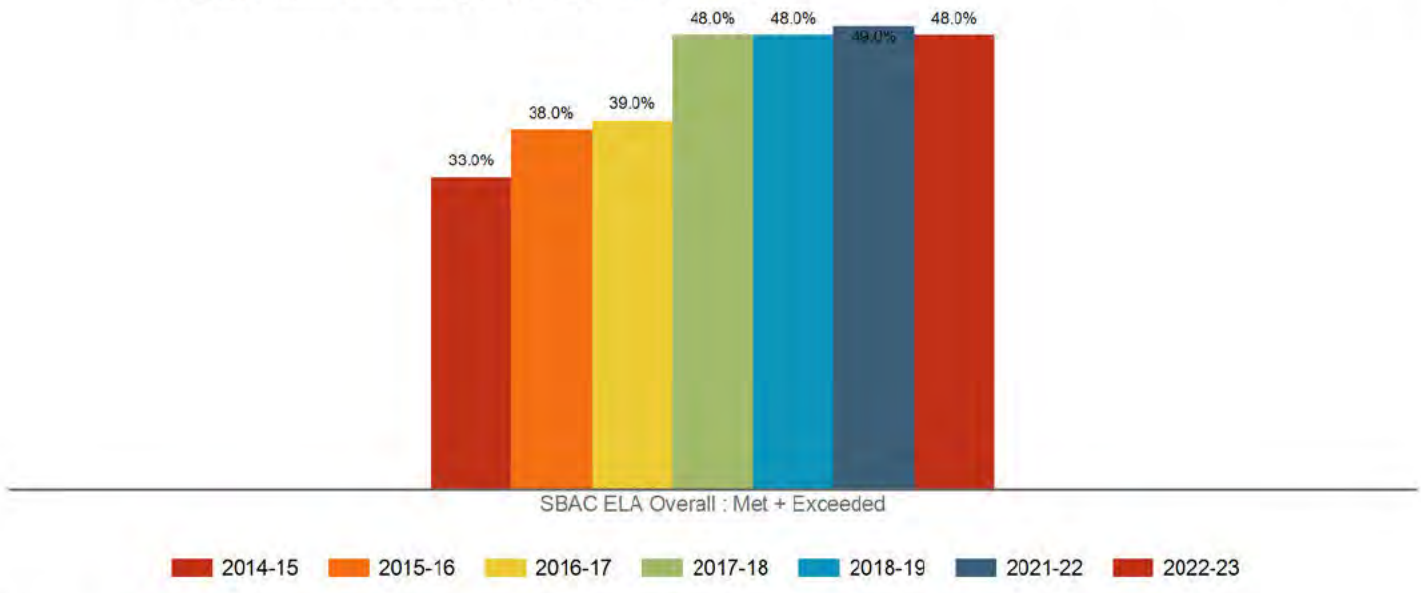
Goals

Area	Description
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ELA Goals
By June 2023, Birney students will achieve at least one year of academic growth in ELA as demonstrated by FRSA, iReady, SBAC and LIT team data.

By June 2023, Birney students achieving below grade level will demonstrate greater than one year of growth in ELA as shown by FRSA, iReady, SBAC and LIT team data.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.		Materials, Substitute teacher full day
Total			

SBAC Math

School Year: 22-23

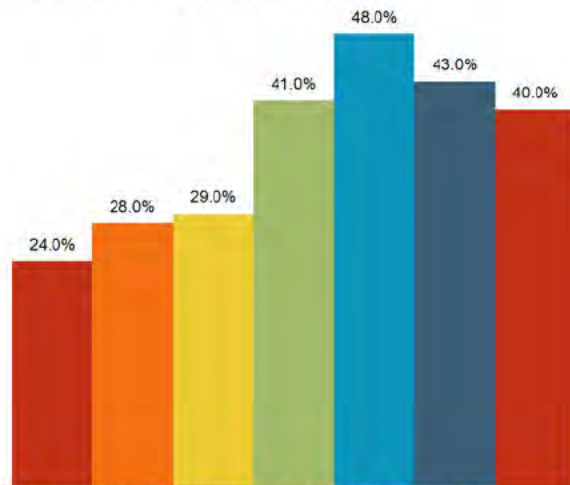
Goals

Area	Description
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Math Goals
 By June 2023, Birney students will achieve at least one year of academic growth in math as demonstrated by Math Unit Assessments, SBAC and LIT team data.

By June 2023, Birney students achieving below grade level will demonstrate greater than one year of growth in math as shown by Math Unit Assessments, SBAC and LIT team data.

To reach the above goals, our action plan and professional development (PD) plan includes the following: PD will continue to be on student engagement strategies (including social emotional learning) and small group instruction for quality core instruction (QCI) in both reading and math, with a particular focus on two of our lowest performing subgroups: African American and English Learners. The Literacy team will also support these efforts through their push-in times during small group instruction as well as with the intervention groups on their caseloads. Progress monitoring will occur regularly through data conversations in staff meetings, grade level meetings and grade level teacher release days as well as through observations, review of instructional strategies in practice (like use of Ellevation for EL's) and teacher feedback. Additional interventions will be determined for students based on data and referred to other staff as needed (i.e. Psychologist, Counselor, SEL TOSA, Speech & Language, RSP Teacher, Behavior Supervisor). Ongoing support will be provided to teachers by the principal, IIC and Literacy Team.



SBAC Math Overall : Met + Exceeded

■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2021-22
 ■ 2022-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.		Materials, Substitute teacher full day
Total			

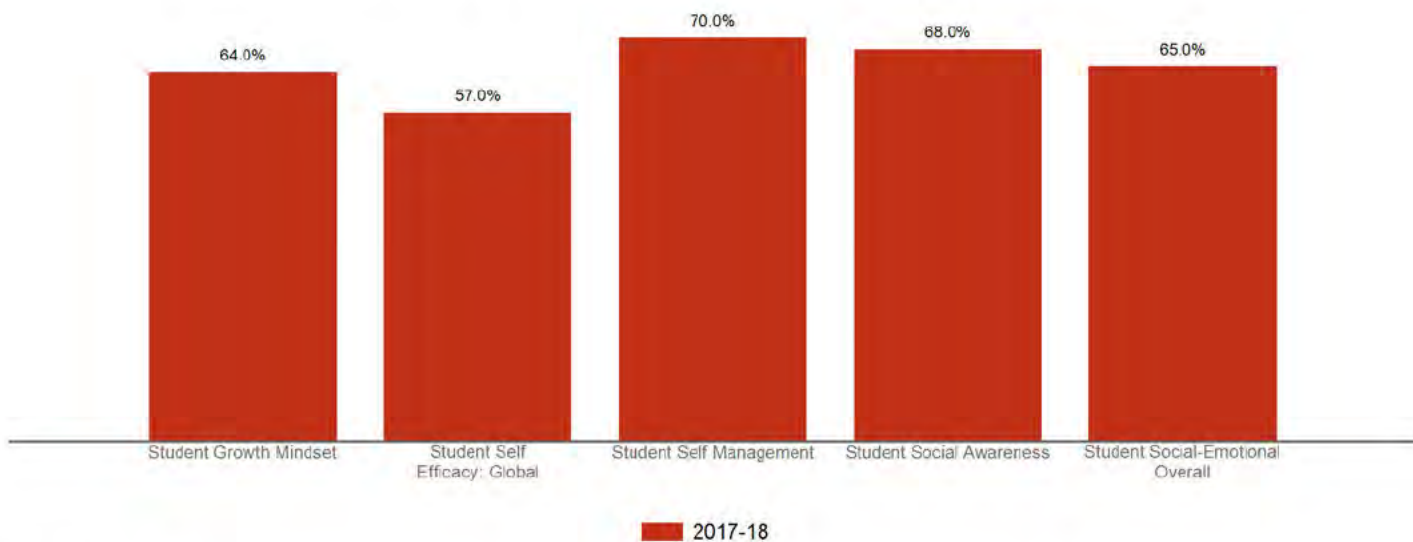
Mathematics Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14407	5	9/7/22	12/23/22	45	0.33	14.85
15990	11	10/4/22	6/9/23	60	0.25	15
	16					29.85

SEL Survey

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>By June 2023, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration with our All-In Attendance Social Worker to help support teachers, students and their families with chronic absenteeism for select students. Incentives will be created to motivate students to attend school more regularly, including grade level recognition and prizes. Attendance will be monitored daily by teachers and IOA and weekly and monthly by Counselor. Home visits will be conducted as needed and any resources for families offered/provided.</p> <p>Teachers will also continue to implement social emotional lessons, including the use of a new program: Second Step, starting with grades K-2. An SEL TOSA will continue to provide modeling of SEL and character lessons and support the overall SEL needs of the site, including 1:1 support to teachers and students. The lessons by teachers and SEL TOSA will increase students sense of belonging and therefore help to increase attendance.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.		Materials, Teacher Hourly Extra Comp
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.		Teacher on Special Assignment (TOSA)
Total			

African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	

All Parents
School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	

All Staff

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	

All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	

English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	

Special Education

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.60 FTE Counselor Support needed to effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE).	\$91,383	
	Additional Data Meetings and QCI Collaborative Release Days (student fee) to cultivate culture of data analysis, collaborative practices, PD and training. Meetings designed for collaborative planning in content areas of focus (ELA/Math and/or SEL/Equity) and effective instructional practices.	\$11,108	Materials, Substitute teacher full day
	Classroom and support team materials and supplies to enhance academic and social emotional engagement, including student activities, incentives and areas like the BEEHIVE (additional social space for students). This includes targeted subgroups in Equity Work: ELs, African American and SPED.	\$20,000	
	Parent Workshops around SEL strategies, technology, home strategies/supports for ELA/math and/or English. Workshops scheduled will depend on staff or outside agency availability.	\$2,677	
2	.20 FTE Psychologist Support needs to effectively support all Social Emotional components of programs at Birney. Conduct necessary assessment in support of SPED students and teachers. Support staff, student and families in the IEP process.	\$31,713	
3	Teacher Librarian .10 FTE Supplemental Duties: Augment the Common Core State State ELA and Research standards and instructional focus by providing supplemental instruction in Close read, text dependent questions, and note taking, research skills. Research sites and create electronic database of resources specific to classroom projects that extend learning. Possibility of allowing the teacher to assess students or provide literacy intervention 1-1 or small group while others are in library. Monthly attendance reports Trimester attendance reports Supporting documentation for SART and SARB process	\$14,846	
4	.50 FTE Bilingual IOA Support daily office needs in a transitional year following distance learning, particularly Spanish speaking families/families of Spanish ELLs.	\$41,639	
5	100% SEL/SPED TOSA to support site's SEL focus and goals and provide additional support to SPED team.	\$153,602	
Total		\$366,968	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Birney Elementary School ▾

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

Attestation:

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

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11/15/23

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) -

Birney Elementary School -

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

Atestación:

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

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

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

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

Fecha de aprobación por el

SSC 11/15/23

Firma del director,

[Redacted Signature]

Firma del presidente del

SSC [Redacted Signature]

Inequidad de recursos

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

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

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (opcional)

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

Apoyo para Escuelas Identificadas

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

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

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

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



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Home-School Compact (Agreement) 2023-2024 **Grades TK-5**

As student, I realize that my education is very important and I know that I am the one responsible for my own success.

THEREFORE, I agree to carry out the following responsibilities to the best of my ability:

- ❖ Follow all the Birney Guidelines for Success
- ❖ Work to the best of my ability and demonstrate a positive Growth Mindset
- ❖ Use my school time wisely
- ❖ Be on time for class, to the best of my ability
- ❖ Be respectful to my parent(s)/guardian(s), fellow students, teachers, principal and all other school staff members
- ❖ Discuss with my parent(s)/guardian(s) what I am learning in school and bring all informational flyers home for them to read
- ❖ Follow the School Rules and the Long Beach Unified School District Discipline Policy
- ❖ Ask my teacher for help, about anything, when needed
- ❖ Read at least the minimum amount of minutes required at my grade level everyday at home with my parents/guardians or family members.
- ❖ Complete my homework as assigned

As parent(s)/guardian(s), I realize that my child's education is very important and I understand that my participation in my child's education will help with his/her achievement and attitude.

THEREFORE, I agree to carry out the following responsibilities to the best of my ability:

- ❖ Send my child to school everyday on time and prepared to learn
- ❖ Volunteer whenever possible
- ❖ Actively support the PTA (Parent Teacher Association) by becoming a member and helping out whenever possible
- ❖ Provide study time at home and encourage good study habits
- ❖ Call the school or write an excuse when my child is absent
- ❖ Talk with and listen to my child about his/her school activities every day
- ❖ Support the School Rules and Long Beach Unified School District Discipline Policy
- ❖ Find out how my child is progressing by attending conferences, looking at school work or calling the school with any questions
- ❖ Maintaining ongoing, two-way collaboration with the teacher and office staff
- ❖ Ensure my child reads the required time for his or her grade level, every day.



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Acuerdo Entre el Hogar y La Escuela 2023-2024 Grados TK-5

Como estudiante, me doy cuenta de que mi educación es muy importante y sé que soy el responsable de mi propio éxito.

POR LO TANTO, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- ❖ Seguir todas las pautas de Birney para el éxito
- ❖ Trabajar lo mejor que pueda y demostrar una mentalidad positiva de crecimiento
- ❖ Usar mi tiempo escolar sabiamente
- ❖ Llegar a clase a tiempo con lo mejor de mi habilidad
- ❖ Ser respetuoso con mis padres/tutores, compañeros de estudios, maestros, director y todos los demás miembros del personal de la escuela
- ❖ Hablar con mis padres/tutores sobre lo que estoy aprendiendo en la escuela y traer toda la información volantes en casa para que los lean
- ❖ Seguir las reglas escolares y la política de disciplina del Distrito Escolar Unificado de Long Beach
- ❖ Hacerle preguntas a mi maestro/a cuando necesite ayuda, o cualquier cosa, cuando sea necesario
- ❖ Leer al menos la cantidad mínima de minutos requerida en mi nivel de grado todos los días en casa con mis padres/tutores o familiares.
- ❖ Completar mi tarea asignada

Como padre(s)/tutor(es), me doy cuenta de que la educación de mi hijo es muy importante y entiendo que mi participación en la educación de mi hijo ayudará con su rendimiento y actitud.

POR LO TANTO, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- ❖ Enviar a mi hijo/a a la escuela todos los días a tiempo y preparado para aprender
- ❖ Servir como voluntario siempre que sea posible
- ❖ Apoyar activamente a la PTA (Asociación de Padres y Maestros) convirtiéndome en un miembro y ayudando siempre que sea posible
- ❖ Proporcionar tiempo de estudio en casa y fomentar buenos hábitos de estudio
- ❖ Llamar a la escuela o escribir una nota de excusa cuando mi hijo/a está ausente
- ❖ Hablar con y escuchar a mi hijo/a sobre sus actividades escolares todos los días
- ❖ Apoyar las reglas escolares y Reglas de Disciplina del Distrito Escolar Unificado de Beach
- ❖ Averiguar cómo está progresando mi hijo/a asistiendo a conferencias, mirando el trabajo escolar o llamando a la escuela con cualquier pregunta
- ❖ Mantener comunicación y colaboración mutua con el maestro/a y el personal de oficina
- ❖ Asegurar que mi hijo/a lea el tiempo requerido para su nivel de grado, todos los días.

Como maestra, entiendo la importancia de la experiencia escolar para cada estudiante y mi papel como maestra y modelo para cada estudiante.

POR LO TANTO, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- ❖ Explicar mis expectativas, objetivos de instrucción y sistema de calificación a los estudiantes y padres/tutores
- ❖ Explicar las reglas escolares y la escuela unificada de Long Beach Política Disciplinaria del Distrito para el estudiante y su(s) padre(s)/tutor(es) si así lo solicita
- ❖ Proporcionar experiencias de aprendizaje interesantes y motivadoras en mi salón de clases
- ❖ Comunicarse y cooperar con cada padre para asegurar la mejor educación posible
- ❖ Descubrir qué técnicas y trabajo de materiales para cada estudiante
- ❖ Brindar oportunidades para que los estudiantes usen tecnología y otros recursos
- ❖ Apoyar activamente a la PTA haciéndose miembro y ayudando siempre que sea posible
- ❖ Crear y mantener un entorno seguro, enriquecedor e incluso con altas expectativas individualizadas

Como director, es importante para mí que todos los estudiantes sean aprendices exitosos. También entiendo que la educación de su hijo es una asociación cooperativa entre el hogar y la escuela.

POR LO TANTO, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- ❖ Crear un ambiente acogedor para los estudiantes, los padres, el personal y la comunidad
- ❖ Comunicar a los estudiantes, los padres y el personal la misión, las metas y los objetivos de la escuela
- ❖ Asegurar un ambiente de aprendizaje seguro y ordenado e inclusivo
- ❖ Invitar a la participación activa de los padres brindando oportunidades para que la escuela, el personal y los padres trabajen juntos de manera continua para garantizar el éxito de todos los estudiantes
- ❖ Actuar como líder de instrucción al apoyar a los maestros en sus aulas
- ❖ Proporcionar oportunidades apropiadas de desarrollo profesional para los maestros
- ❖ Apoyar activamente a la PTA

Descargo: Con la continuación de clases en persona, se seguirá proporcionando cierta comunicación entre el hogar y la escuela, el progreso de los estudiantes y las tareas a través del sistema de gestión de aprendizaje (LMS), así como a través de otros medios virtuales. medios para artículos tales como folletos y firmas, incluidas, entre otras, las aplicaciones de Google. Para el año escolar 2023-2024, el LMS determinado sigue siendo Canvas.

LO MÁS IMPORTANTE, PROMETEMOS AYUDARNOS MUTUAMENTE A CUMPLIR ESTE CONTRATO/ACUERDO.

Firma del estudiante Fecha

Padre/tutor Fecha

Firma del maestro/a Fecha

Katiria Hernandez, Directora Fecha

Maestro/a: Padre/tutor, estudiante y usted firman este documento.
Envíe una copia a casa y guarde el original para sus archivos



Alice M. Birney Elementary School

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Birney Elementary School Parental Involvement Guidelines 2023-2024

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

PART I. AGREEMENT

Birney agrees to:

- jointly develop with parents, and make accessible to all members of the community, the School Parent Involvement Guidelines via, the school website and upon request in the main office, that the school and parents who are participating agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, distribute the Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community and provide upon request
- periodically update the School Parent Involvement Guidelines to meet the changing needs of parents and the school.
- distribute the Home-School Compact as a component of its School Parent Involvement Guidelines during Fall Parent-Teacher Conferences or soon thereafter.
- be governed by the following statutory definition of involvement, and
- carry out programs, activities and procedures in accordance with this definition:

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

1. **Birney** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Provide 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
 - vi. Robert's Rule of Order
 - Plan meetings with SSC & ELAC parents to review previous year guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through School Messenger, flyers, school marquee, and/or parent bulletin board.

- At Meetings
 - i. Review Single Plan for Student Achievement and, as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts annually
 - iii. Oral and written translations be made available for Spanish and Khmer parents, as requested and whenever possible, to allow for discussions.
2. **Birney** will distribute the schools' Parental Involvement Guidelines to parents and the local community through the following methods of communication:
- At SSC & ELAC meetings
 - At Annual Title I Meetings
 - Back To School Night
 - In the Main office upon request
3. **Birney** will periodically update its school's Parental Involvement Guidelines to meet the changing needs of parents and the school through the following channels of communication:
- At SSC meetings
 - At ELAC meetings
4. **Birney** will convene an Annual Title 1 Public Meeting to inform parents of the following:
- The requirements of Title I
 - How Title 1 funds are used at this school
 - That parents have a right to be involved
 - How parents can become involved through SSC, ELAC, VIPS program, school events, and other district meetings
5. **Birney** will provide updated information to parents about school events, school meetings, district events, district meetings, Title I programs, etc. throughout the school year by displaying, posting, or publishing information in some or all of the following ways:
- Through the school newsletter
 - In the main office
 - At SSC, ELAC meetings and other parent meetings (PTA/VIPS, etc.)
 - Via SchoolMessenger
 - Via flyers sent home
 - Via the school website (majority of information kept and updated here)
 - Through Canvas platform
6. **Birney** will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Birney will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through:
- Parent workshops
 - Parent surveys
 - Principal chats (i.e. Coffee with the Principal)
 - School Newsletters
 - Back-to-School Night and Open House
 - Parent Teacher Conferences
 - At SSC & ELAC meetings
7. **Birney** will coordinate and integrate parental involvement programs and activities with Head Start, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
- Coordination of Transitional Kindergarten at selected sites

- Promoting the District’s Kindergarten Festival

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

- After holding a thorough discussion at School Site Council meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Birney** will build the school’s and parents’ capacity for strong parental involvement in order to ensure effective involvement of parents, the improvement of student academic achievement, and to ensure a strong partnership with Birney School through the promotion of and attendance of:

- Parent education workshops that offer training and discussions
- Parent-Teacher Conferences that offer information that support their child’s learning
- SSC and ELAC meetings, Principal Chats, and other meetings that offer training and discussions
- DCAC, DELAC, and other district parent forums/meetings that offer training and information and by directing them to:
 - The district website resources: click “parent LBUUSD” on top bar for Parentvue
 - The district website resource: click “P” for Parent University

2. **Birney** will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines. The Home-School Compact:

- Outlines shared responsibility of home, school and student to increase academic achievement
- Is developed, discussed and reviewed at SSC and ELAC meetings
- Must be reviewed and voted on annually by School Site Council
- Will be distributed individually during the first parent conference, or soon thereafter. The teachers will be in charge of explaining the document and obtaining signatures.

3. **Birney** will, with the assistance of the school district, provide information to parents to increase their understanding the following topics:

- The Common Core State Standards (CCSS)
- State and local assessments; including alternate assessments

4. **Birney** will, with the assistance of the school district, educate its staff, on how to communicate and work with parents as equal partners and as valuable contributors of their children’s education, and how to build shared knowledge about their students to support student learning by:

- Providing teachers and staff with valuable in-services and meetings
- Providing occasional informative articles that help staff gain deeper understanding of the students.

5. **Birney** will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school, i.e. parent programs, meetings, school events, and activities, is sent to parents in an understandable format. This includes translation, upon request, and, to the extent practicable, in a language the parents can understand. Translations can be obtained the following ways:

- Through available school personnel
- Through our district office

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I funds, if the school district has exhausted all other available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times;
- conducting in-home conferences with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) Representative to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

These **Birney** Parental Involvement Guidelines have been developed jointly with, and agreed upon by, parents of children participating in Title I programs. The guidelines were adopted by the site’s School Site Council members on Friday, October 13, 2023 and will be in effect for the period of 1 year. The school will make available the guidelines to all parents on or before November 17, 2023. **Birney**, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Nicole Kelly

Signature of Principal

October 13, 2023

Date



Alice M. Birney Elementary School

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Pautas de Participación de los Padres de la Escuela Primaria Birney 2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título II), **Birney** ha desarrollado junto con los miembros del Consejo del Sitio Escolar y distribuido a los padres de los niños participantes, Pautas de Participación de los Padres en la Escuela que contiene la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen **de Birney** para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la participación de los padres en la escuela.

PARTE I. ACUERDO

Birney se compromete a:

- Desarrollar conjuntamente con los padres y hacer accesible a todos los miembros de la comunidad, las Pautas de participación de los padres a través del sitio web de la escuela y previa solicitud en la oficina principal, que la escuela y los padres de los participantes acuerden .
- Notificar a los padres sobre las Pautas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuir las Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela y, previa solicitud
- Actualizar periódicamente las pautas para la participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- distribuir el Pacto entre el hogar y la escuela como un componente de las Pautas para la participación de los padres en la escuela durante las conferencias de padres y maestros del otoño o poco tiempo después.
- regirse por la siguiente definición legal de participación, y
- llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II. DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN DE LOS PADRES DE LA ESCUELA

1. **Birney** tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres de la escuela y su plan escolar, si corresponde, de manera organizada, continua y manera oportuna bajo la sección 1118(b) de la ESEA:
 - Proporcionar capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y roles del SSC y sus miembros
 - ii. Composición de los SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan único para el rendimiento estudiantil
 - v. Papel del ELAC y otros comités asesores
 - vi. Regla de orden de Robert
 - Reuniones del plan con los padres del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil
 - i. Invite a otros padres y partes interesadas a asistir a la reunión

- ii. Anuncie en el Boletín informativo de Título 1, en la noche de regreso a la escuela, a través de School Messenger, volantes, marquesina escolar y/o tablón de anuncios para padres.
 - En las reuniones
 - i. Revisar el Plan Único para el Logro Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Escribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela anualmente.
 - iii. Las traducciones orales y escritas estarán disponibles para español y khmer. padres, según lo solicitado y siempre que sea posible, para permitir las discusiones.
2. **Birney** distribuirá las Pautas de participación de los padres de las escuelas a los padres y la comunidad local a través de los siguientes métodos de comunicación:
- En las reuniones de SSC y ELAC
 - En las reuniones anuales de Título I
 - Noche de regreso a clases
 - En la oficina principal a pedido
3. **Birney** actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela a través de los siguientes canales de comunicación:
- En las reuniones del SSC
 - En las reuniones del ELAC
4. **Birney** convocará una reunión pública anual de Título 1 para informar a los padres de lo siguiente:
- Los requisitos de Título I
 - Cómo se utilizan los fondos de Título 1 en esta escuela
 - Que los padres tienen derecho a participar
 - Cómo los padres pueden participar a través de SSC, ELAC, programa VIP, eventos escolares y otras reuniones del distrito
5. **Birney** proporcionará información actualizada a los padres sobre eventos escolares, reuniones escolares, eventos del distrito, reuniones del distrito, programas de Título I, etc. durante el año escolar al mostrar, publicar o publicar información en algunos o de las siguientes maneras:
- A través del boletín escolar
 - En la oficina principal
 - En SSC, reuniones de ELAC y otras reuniones de padres (PTA/VIPS, etc.)
 - A través de SchoolMessenger
 - A través de volantes enviados a casa
 - A través del sitio web de la escuela (la mayoría de la información se mantiene y actualiza aquí)
 - A través de la plataforma Canvas
6. **Birney** brindará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de entendimiento que se espera que alcancen los estudiantes. Birney también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos a través de:
- Talleres para padres
 - Encuestas para padres
 - Charlas con el director(a) (es decir, café con el director/a)
 - Boletines escolares
 - Noche de regreso a la escuela y jornada de puertas abiertas
 - Conferencias de padres y maestros
 - En las reuniones de SSC y ELAC

7. **Birney** coordinará e integrará los programas y actividades de participación de los padres con Head Start, las escuelas preescolares públicas y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos mediante:

- Coordinación del kínder de transición en sitios seleccionados
- Promoción del festival de kínder del distrito

8. **Birney** presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- Después de llevar a cabo una discusión exhaustiva en las reuniones del Consejo Escolar

PARTE III. COMPARTIDAS RESPONSABILIDADES PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **Birney** desarrollará la capacidad de la escuela de los padres para una fuerte participación de los padres a fin de garantizar la participación efectiva de los padres, la mejora del rendimiento académico de los estudiantes y garantizar una asociación sólida con la Escuela Birney a través de la promoción y la asistencia a:

- Talleres de educación para padres que ofrecen capacitación y debates
- Conferencias de padres y maestros que ofrecen información que apoya el aprendizaje de sus hijos
- SSC y ELAC, charlas con el director y otras reuniones que ofrecen capacitación y debates
- DCAC, DELAC y otros foros/reuniones de padres del distrito que ofrecen capacitación e información y Recursos dirigiéndose a:

- o El sitio web del distrito, recursos: haga clic en “parent LBUUSD” en la barra superior para ParentVue
- o El sitio web del distrito, recursos: haga clic en “P” para *Parent University*.

2. **Birney** incorpora El Pacto entre el Hogar y la Escuela como parte de Las Pautas para la participación de los padres. El Pacto entre el Hogar y la Escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante para aumentar el rendimiento académico.
- Se desarrolla, discute y revisa en las reuniones del SSC y ELAC.
- Debe ser revisado y votado anualmente por el Consejo Escolar.
- Se distribuirá individualmente durante la primera conferencia con los padres, o poco después. Los profesores serán los encargados de explicar el documento y obtener las firmas.

3. **Birney** , con la ayuda del distrito escolar, brindará información a los padres para aumentar su comprensión de los siguientes temas:

- Los Estándares Estatales Básicos Comunes (CCSS)
- Evaluaciones estatales y locales; incluyendo evaluaciones alternativas

4. **Birney** , con la ayuda del distrito escolar, educará a su personal sobre cómo comunicarse y trabajar con los padres como socios iguales y valiosos contribuyentes de la educación de sus hijos, y cómo desarrollar conocimientos compartidos sobre sus estudiantes para apoyar el aprendizaje de los estudiantes al:

- Brindar a los maestros y al personal valiosos servicios internos y reuniones
- Brindar artículos informativos ocasionales que ayuden al personal a obtener una comprensión más profunda de los estudiantes.

5. **Birney** , en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela, es decir, programas para padres, reuniones, eventos escolares y actividades, se envíe a los padres en un formato comprensible. Esto incluye traducción, previa solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender. Las traducciones se pueden obtener de las siguientes maneras:

- A través del personal escolar disponible A
- través de nuestra oficina del distrito

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

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

- involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la eficacia de esa capacitación;
- proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, si el distrito escolar ha agotado todas las demás fuentes de financiación disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- organizar reuniones escolares en una variedad de horarios;
- realizar conferencias en el hogar con padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- establecer un representante del consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionar otro apoyo razonable para las actividades de participación de los padres conforme a la sección 1118, según lo soliciten los padres.

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PARTE V. ADOPCIÓN

Estas **Birney** han sido desarrolladas conjuntamente y acordadas por los padres de los niños que participan en los programas del Título I. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el viernes, 13 de octubre del 2023 y estará en vigor por el período de 1 año. La escuela pondrá a disposición de todos los padres las pautas a más tardar el viernes, 17 de noviembre de 2023. **Birney**, cuando sea factible, proporcionará una copia de estas pautas a los padres en un idioma que los padres puedan entender.

Nicole Kelly

Firma del Director(a)

13 de Octubre de 2023

Fecha