

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Birney Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

In 2023-2024, 75.1% of students in K-2 scored met or exceeded on the Foundational Reading Skills Assessment (FRSA). 41.2% of students in grades 3-5 met or exceeded standards on the English Language Arts SBAC.

Students with disabilities are in the "red level" on the Dashboard Summary for 2023 and 2024.

ELA Goals

By June 2025, Birney students will achieve one year of academic growth and students below grade level, including students with disabilities and English Learners, will demonstrate greater than one year of growth as indicated on iReady Growth Data.

By June 2025, 80% of K-2 students will be met or exceeded on the Foundational Reading Skills Assessment (FRSA).

By June 2025, 48% of students in grades 3-5 will be met or exceeded on the ELA SBAC.

K-2 Action Plan: Intentionally plan daily lessons; increase FRSA data check-ins; implement the Daily Decoding Routine 30 minutes per day; collect weekly assessment data; differentiate instruction based on data; clearly communicate daily learning intentions; grade level planning and data analysis; site and district professional development; targeted small group instruction

3-5 Action Plan: Intentionally plan daily lessons; collect weekly assessment data; differentiate instruction based on data; clearly communicate daily learning intentions; grade level planning and data analysis; site and district professional development; facilitate student engagement with rigorous text and questions; target small group instruction

Progress Monitoring: November 2024, February 2025, April 2025 (Principal and IIC will support teachers with analyzing data, revising their action plans and determining next steps for instruction, intervention and acceleration)

Comprehensive Needs Assessment: Mathematics

Math Findings

In 2023-2024, 39.8% of students in grades 3-5 met or exceeded standards on the Mathematics SBAC.
Students with disabilities are in the "red level" on the Dashboard Summary for 2023 and 2024.

Math Goals

By June 2025, Birney students will achieve one year of academic growth and students below grade level, including students with disabilities and English learners, will demonstrate greater than one year of growth as indicated on IReady Growth Data.
By June 2025, 49% of students in grades 3-5 will me met or exceeded on the Mathematics SBAC.
K-2 Action Plan: Intentionally plan daily lessons; collect weekly assessment data; differentiate instruction based on data; clearly communicate daily learning intentions; grade level planning and data analysis; site and district professional development; facilitate student engagement with rigorous mathematical tasks; small group instruction to target student needs
3-5 Action Plan: Intentionally plan daily lessons; collect weekly assessment data; differentiate instruction based on data; clearly communicate daily learning intentions; grade level planning and data analysis; site and district professional development; facilitate student engagement with rigorous mathematical tasks; small group instruction to target student needs
Progress Monitoring: November 2024, February 2025, April 2025 (Principal and IIC will support teachers with analyzing data, revising their action plans and determining next steps for instruction, intervention and acceleration)

Comprehensive Needs Assessment: English Learners

English Learner Findings

There is still a significant achievement gap with our English Learner population. 13% met/exceeded on the English Language Arts SBAC, compared to 41% met/exceeded with all Birney students and 49% met/exceeded district average. On the Mathematics SBAC, 8% of English Learners met/exceeded standards, compared to 40% of all Birney students and 36% district average.
According to the 2024 Dashboard Report, English Learners are in the "red" with the ELPAC scores and redesignation.

English Learner Goals

By June 2025, the achievement gap with English Language Learners will decrease by at least 10%.

Action Plan: Adhere to English Language Arts and Mathematics Action Plans, while implementing integrated ELD and 30 minutes of designated ELD each day

Progress Monitoring: November 2024, February 2025, April 2025 (Principal and IIC will support teachers with analyzing data, revising their action plans and determining next steps for instruction, intervention and acceleration)

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The Spring 2024 Pulse Survey results showed the following: 78% of students had a strong sense of agency; 82% had a strong sense of identity; and 75% had strong sense of belonging.

Culture/Climate Goals

By June 2025, Birney students' sense of identity, belonging and agency will increase to at least 85% favorable responses as measured by the Spring Pulse and Core Surveys.

Action Plan: Incorporated Harmony SEL lessons into daily routines; implement culturally responsive teaching methods, focusing on an equitable and inclusive learning environment; implement school-wide activities and learning to honor the diverse school community, celebrate growth and achievement; and act on feedback from stakeholders

Progress Monitoring: November 2024, February 2025, April 2025

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 2024, 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 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.</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. Select Literacy Team members will also support these efforts through their push-in</p>	Goal Partially or Not Met	<p>41% Met/Exceeded on SBAC compared to 49% Met/Exceeded (District average); Grades 3 and 5 performed below the district average and Grade 4 performed above the district average.</p> <p>There is still an achievement gap with our African-American/Black students (32%) and our English Learners (13%).</p>	Professional Development for teachers, focused on Clear and Explicit Learning Intentions and Success Criteria; Standards-Aligned Rigorous Tasks; and Equitable and Inclusive Learning Environments. Teachers will also continue with professional development at the district level to continue to learning around Quality Core Instruction and Culturally-Relevant practices.

	<p>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.</p>			
Math	<p>1) 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.</p> <p>By June 2024, Birney students achieving below grade level will demonstrate greater than one</p>	Goal Partially or Not Met	<p>40% Met/Exceeded on SBAC compared to 36% Met/Exceeded (District average); Grades 3 and 5 performed below the district average and Grade 4 performed above the district average.</p> <p>There is still an achievement gap with our African-American/Black students (32%) and our English</p>	<p>Professional Development for teachers, focused on Clear and Explicit Learning Intentions and Success Criteria; Standards-Aligned Rigorous Tasks; and Equitable and Inclusive Learning Environments. Teachers will also continue with professional development at the district level to continue to learning around Quality Core Instruction and Culturally-Relevant practices.</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

Learners (8%).

	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.			
English Learner	<p>1) 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.</p> <p>By June 2024, 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. Select Literacy Team members will also support</p>	Goal Partially or Not Met	<p>22-23 ELPAC Overall Performance: 10% Well Developed; 34% Moderately Developed; 34% Somewhat Developed; and 22% Beginning</p> <p>23-24 ELPAC Overall Performance: 14% Well Developed; 27% Moderately Developed; 33% Somewhat Developed; and 26% Beginning</p>	<p>In addition to district and site professional development mentioned for English Language Arts and Math, teachers will receive training on implementing integrated and designated ELD.</p> <p>Teachers will provide 30 minutes of designated ELD to English Learners every day.</p>

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

	<p>regularly.</p> <ul style="list-style-type: none"> -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. 			
Culture/Climate	<p>1) By June 2024, 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	The overall attendance rate increased by .8% from 91.3% to 92.1%. The chronic absenteeism rate improved by 3.9%, from 31.6% to 27.7%.	Set attendance goals and reward students/classes each month; communicate with parents regarding the importance of attendance; expect teachers to build strong relationships with students and families

	<p>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 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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>.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. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<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. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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Accountability Measure 1: Increase Achievement

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

formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

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

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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

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 • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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
There is an achievement gap with the African-American/Black and English Learner subgroups. SBAC ELA 20, SBAC Math 30, Elementary Reading - FRSA 30, EL Reclassification 20	Students will participate in interventions, beyond the school day, to increase student achievement and/or language proficiency.	African-American, English Learners	Title 1 \$14,022 LCFF \$4,732 Teacher Hourly Extra Comp (6) for 25 hours annually - Title 1 100% Hourly - Recreation Aide (8) for 30 hours annually - LCFF 100%	10/14/2024 - 06/12/2025 Weekly	Administrator Instruction and Intervention Coordinator Teachers	Assessment data SBAC ELA 20, SBAC Math 30, Elementary Reading - FRSA 30, EL Reclassification 20
Students need to be supervised before school, after school, during recess and during lunch. Other 100	Additional Rec. Aide time over allocated budget.	All Students	LCFF \$29,972 Hourly - Recreation Aide (8) for 190 hours annually - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Principal Office Supervisor SEL Facilitator	Principal Office Supervisor SEL Facilitator Other 100

Additional Academic and SEL materials and supports Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 80, Other 10	SSC approved \$18,000-\$25,000 from Title 1 for supplemental materials to support targeted and schoolwide student achievement such as math manipulatives for TK-5 classes, TK-K supports, Multilingual supports, Foundational Reading Skills SGI materials, and workshp materials.	African-American, All Parents, All Staff, All Students, English Learners, Identified At-Risk Students, Homeless, Low SES, Other Targeted Students	Title 1 \$25,000 Materials - Title 1 100%	08/29/2024 - 06/14/2025 Quarterly	Principal	Informal Observations (Qualitative and Quantitive) Staff Surveys Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 80, Other 10
SEL for all students, staff and families will continue to be a need and priority to support overall student achievement. Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 10, SEL Survey 10	.5 FTE Facilitator to support sites SEL focus and goals, PBIS planning and implementation, additional support to all teachers, students, and families. Support completion of site wide compliance. Personnel Summary: Facilitator .5 FTE- Title I 100%	African-American, All Parents, All Staff, All Students, English Learners, Identified At-Risk Students, Other Targeted Students	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	08/29/2024 - 06/14/2025 Daily	Principal	SEL formative and summative data, CORE Survey, Pulse Survey, PBIS monitoring, Compliance Timeline Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 10, SEL Survey 10
SEL Teaching and Learning Assessment Support SPED Team and Student Support Culture-	.1 FTE Psychologist to effectively support all SEL components of programs at	African-American, All Parents, All Staff, All Students, English Learners, Identified	Par Inv \$925 LCFF \$3,704 Title 1 \$13,889 Psychologist .1 FTE	08/29/2024 - 06/14/2025 Weekly	Principal	Assessment Referral Data Case Management SST Referral Data SPED

<p>Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 20, SEL Survey 10</p>	<p>Birney, with a focus on our Special Education community and classes. Conduct necessary assessments in support of SPED students and teachers. Support staff, students and families in the IEP and SST process. Participate in case management monthly meetings. Be an additional support for EL students. Conduct Parent Workshops focused on SEL, Parental and Academic support in the home, and connections to school. Send out monthly family news letters with resources to build connections between school and home. Personnel Summary: .1 FTE- LCFF 20%, Parent Involvement 5%, Title I 75%</p>	<p>At-Risk Students, Other Targeted Students, Special Education</p>	<p>- LCFF 20%; Par Inv 5%; Title 1 75%</p>		<p>Data Classroom Observation Fidelity of Implementation of BIPs Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 20, SEL Survey 10</p>
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Students need to be supervised before school, after school, during recess and during lunch. Other 100	Recreation Aide Support	All Students	LCFF Rec \$49,217 Hourly - Recreation Aide (8) for 312 hours annually - LCFF Rec 100%	08/27/2024 - 06/13/2025 Daily	Principal Office Supervisor SEL Facilitator	Principal Office Supervisor SEL Facilitator Other 100
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Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Birney will continue to work in partnership with Head Start for any Pre-K to TK/K transition.</p> <p>Kindergarten teachers will host an "open house" for families prior to the start of school in the fall.</p>	<p>Counselor will assist teachers, students and families with MS Choice and transition from 5th grade to middle school. Information will be sent home in backpacks and via School Messenger. Parents that need help with the application process can come into the office for assistance. Fifth grade teachers will also prepare students for the transition to middle school.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

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

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Collective Efficacy Student Achievement Quality Core Instruction SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Core Curriculum 20	Teachers will participate in professional learning activities to improve instructional strategies and increase student achievement. The activities may include collaborative planning, engaging in PDSA cycles to analyze data, set goals, research best practices and reflect on next steps steps for instruction and SEL support.	LCFF \$11,906 Substitute teacher full day (22) for 2 days - LCFF 100%	08/26/2024 - 06/13/2025 Monthly	Administrator Instruction and Intervention Coordinator Literacy & Math Leads	Professional learning will be monitored through observation, feedback, data and artifacts.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Academic Achievement Parent Involvement Culture-Climate Survey (Parent) 50, Other 50	Increase parent involvement/engagement by providing informative workshops, based on parent input, as well as family engagement activities to support student achievement and community building.	Par Inv \$3,627 Teacher Hourly Extra Comp (4) for 4 hours annually - Par Inv 100% Hourly - Recreation Aide (4) for 8 hours annually - Par Inv 100% Materials - Par Inv 100% Services - Par Inv 100%	10/14/2024 - 06/13/2025 Monthly	Administrator Parent Community Engagement Facilitator	Parent Feedback

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)	175366
Title I Parent and Family Involvement (3008)	3413

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

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

State Programs *	Allocation
LCFF	47320

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Sophia Griffith & Katiria Hernandez	06-01-2026
Staff	Classroom Teacher	Tina Clayton	06-01-2026
Staff	Classroom Teacher	Deanna Spencer	06-01-2026
Staff	Classroom Teacher	Ann Marie Salvador	06-01-2026
Staff	Other School Personnel	Monica Arce	06-01-2026
Community	Parent/Community Member	█████ Davis	06-01-2026
Community	Parent/Community Member	█████ Bolt	06-01-2026
Community	Parent/Community Member	█████ Almodovar	06-01-2026
Community	Parent/Community Member	█████ Skyes	06-01-2025
Community	Parent/Community Member	█████ Jefferson	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)	██████ Montes
DELAC Representative	Parent of EL Student (required)	██████ Uribe
Principal or Designee	Staff Member (required)	Monica Arce
Secretary	Staff Member (required)	Michelle Velaquez

Name	Representing
██████ Montes	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?	10/02/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Strategies to help child move out of EL designation Academic strategies to help with homework After School tutoring
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 the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/07/2024
6. What was SSC's response to ELAC recommendations?	The SSC agreed to ELAC recommendations and approved - Title 1 funds, up to \$20,000, to provide interventions for students with academic needs, including ELs. - Parent Involvement funds, up to the amount available, for recreation aides to provide childcare, teachers to present workshops, and materials/services

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/07/2024
2. The SSC approved the **Home-School Compact** on 10/07/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/07/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/06/2024
6. The SPSA was approved at the following SSC Meeting: 11/06/2024

LBUSD Board of Education Approval Date: 11/06/2024

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

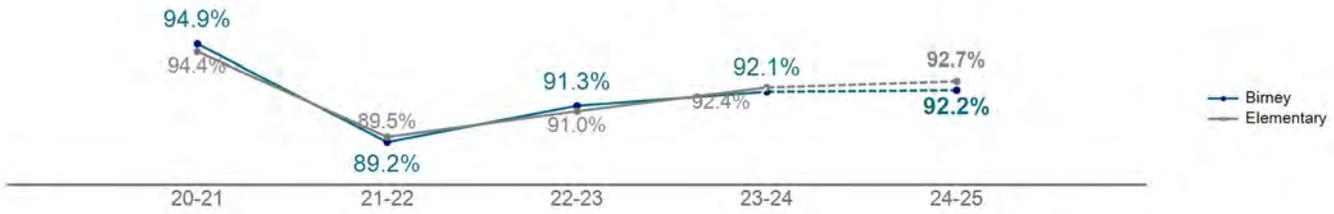
Printed Name: _____ Date: _____

ELAC Chair: _____

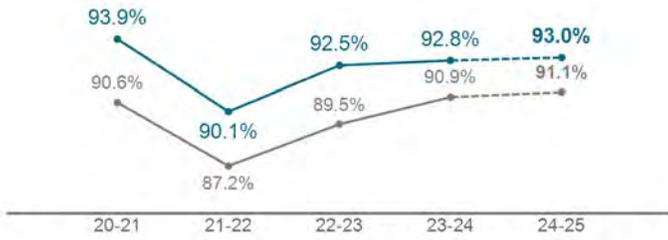
Printed Name: _____ Date: _____

Attendance Rate

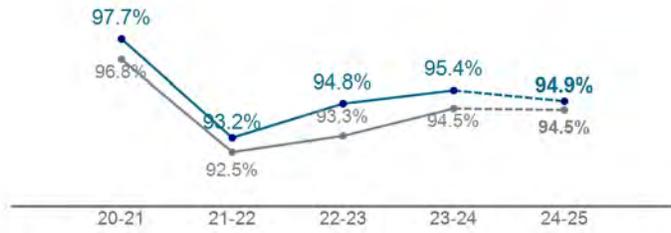
**Birney
All Students
N = 512**



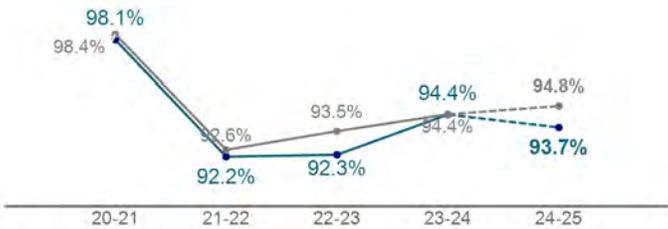
**African American
N = 68**



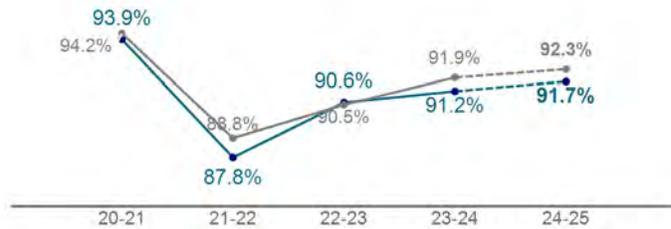
**Asian
N = 24**



**Filipino
N = 41**



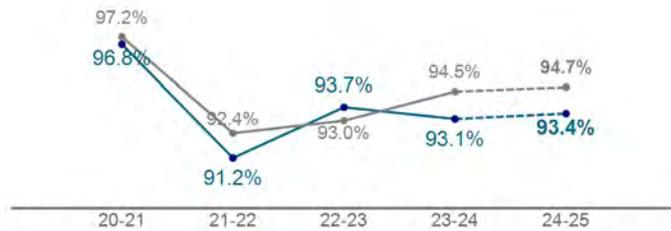
**Hispanic
N = 302**



Pacific Islander

Subgroup with fewer than 20 students.

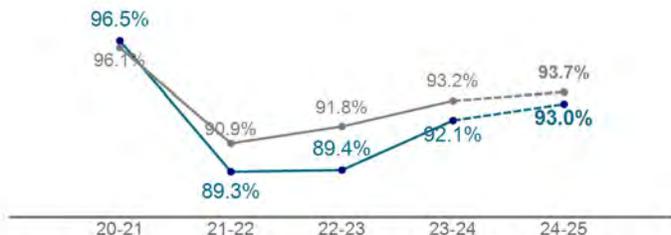
**White
N = 22**



Native American

Subgroup with fewer than 20 students.

**Other
N = 41**



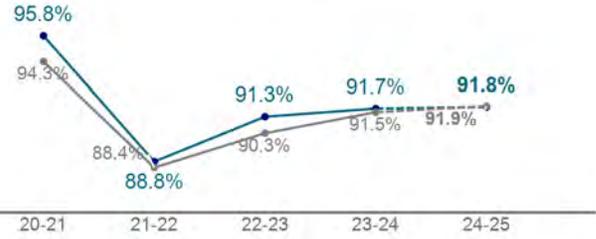
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

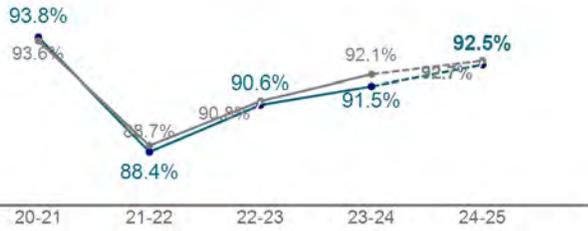
EL + RFEP
N = 94



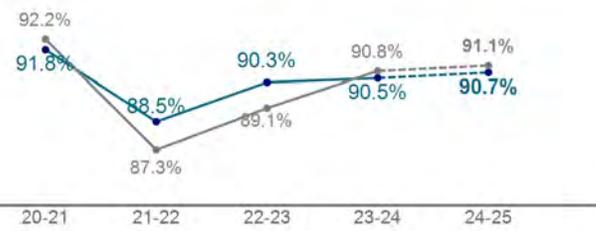
Low SES
N = 353



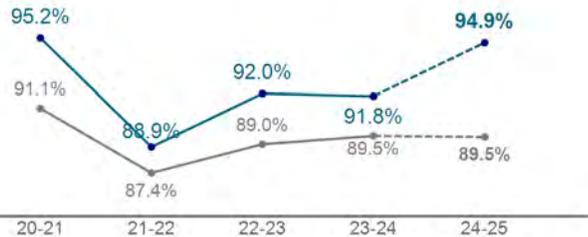
English Learner
N = 81



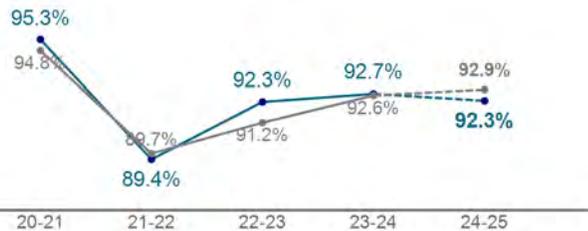
Special Education
N = 90



Homeless or Foster Youth
N = 29



Female
N = 234



Male
N = 278



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

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

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

Category	# Students	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance				
All Students	513	513	6	22	17	20	35	27.7%	31.6%	44.4%	24.7%
Grade	Gr. TK	21	5	38	14	24	19	42.9%	40.0%	57.1%	38.0%
	Gr. K	82	9	26	20	24	22	34.1%	42.5%	53.7%	32.3%
	Gr. 01	76	3	26	8	17	46	28.9%	40.0%	36.8%	25.1%
	Gr. 02	73	4	19	23	16	37	23.3%	24.4%	46.6%	24.2%
	Gr. 03	80	1	16	23	21	39	17.5%	36.2%	40.0%	19.6%
	Gr. 04	74	7	28	16	20	28	35.1%	23.8%	51.4%	21.8%
	Gr. 05	107	9	15	13	21	42	24.3%	23.8%	37.4%	21.3%
Ethnicity	African American	70	9	13	19	13	47	21.4%	25.4%	40.0%	32.5%
	Asian	27	15	7	7	70	14.8%	14.8%	22.2%	14.2%	
	Cambodian	26	15	15	12	58	15.4%	25.0%	30.8%	18.1%	
	Filipino	51	2	16	12	14	57	17.6%	26.0%	29.4%	14.4%
	Hispanic	296	6	27	18	25	24	32.8%	35.7%	51.0%	27.2%
	Pacific Islander	8	50	50	50.0%	46.2%	50.0%	37.4%			
	White	22	9	9	14	18	50	18.2%	10.5%	31.8%	11.9%
	Other	39	8	15	21	21	36	23.1%	34.5%	43.6%	20.5%
Gender	Female	240	6	20	16	19	39	26.3%	26.0%	42.1%	23.7%
	Male	273	5	23	18	21	32	28.9%	36.7%	46.5%	25.6%

The percentages may not equal 100% due to rounding.

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

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					Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance	
	Low SES	344	6	26	15	19	33	32.3%	31.2%	47.4%	29.5%	
	ELL	81	6	27	16	22	28	33.3%	34.8%	49.4%	27.0%	
	RFEP	15			13	40	47	13.3%	6.3%	13.3%	12.1%	
	EL + RFEP	96	5	25	14	25	31	30.2%	30.5%	43.8%	24.8%	
	Special Ed.	92	12	22	15	21	30	33.7%	43.4%	48.9%	31.3%	
	Spec Ed. Speech/RSP	28		11	18	7	21	43	28.6%	42.2%	35.7%	23.3%
	Homeless/Foster	56	7	27	20	16	30	33.9%	32.9%	53.6%	39.4%	
	Foster	8		50	13	25	13	50.0%	30.0%	62.5%	31.7%	
	Homeless	48	8	23	21	15	33	31.3%	33.3%	52.1%	40.7%	
GATE/Excel	75			11	16	25	48	10.7%	6.7%	26.7%	10.1%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

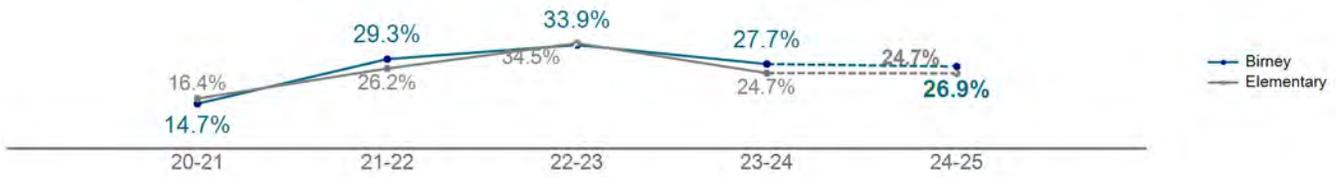
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

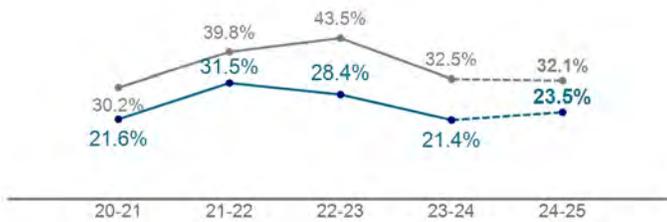
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

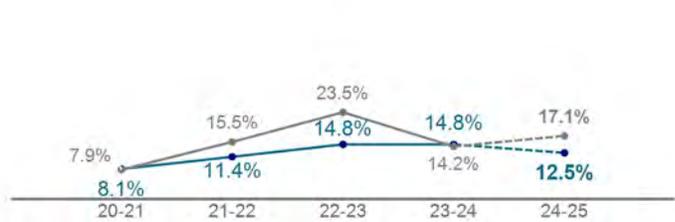
Birney
All Students
N = 506



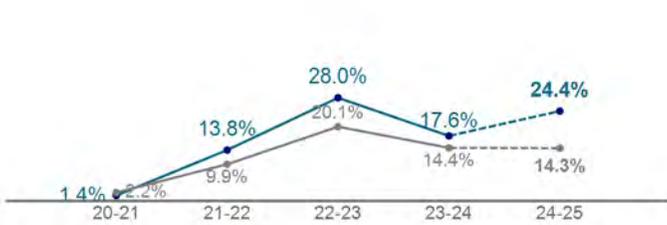
African American
N = 68



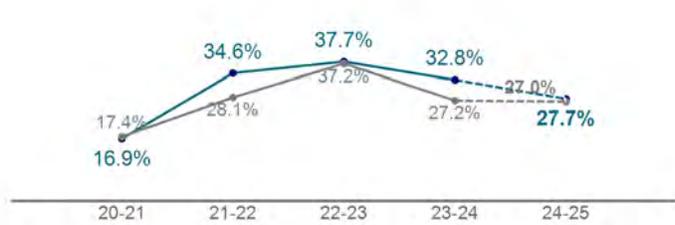
Asian
N = 24



Filipino
N = 41



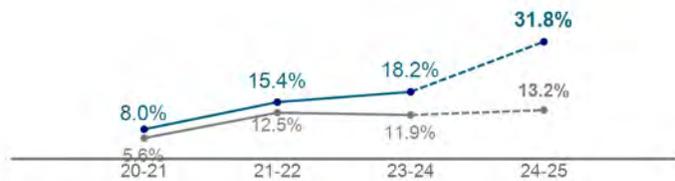
Hispanic
N = 296



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 22

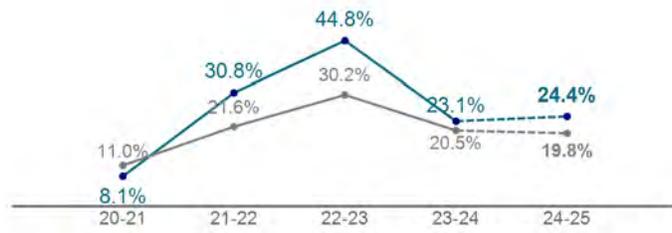


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

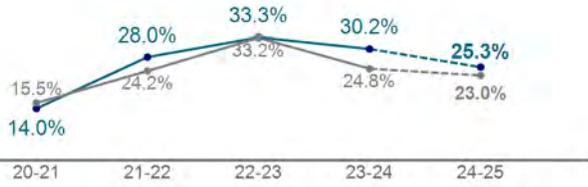
Other
N = 41



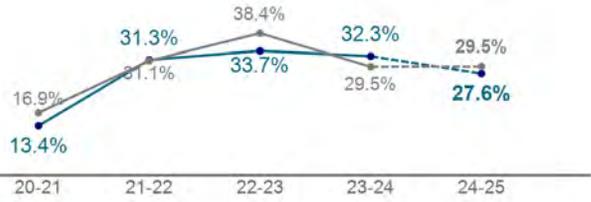
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 91



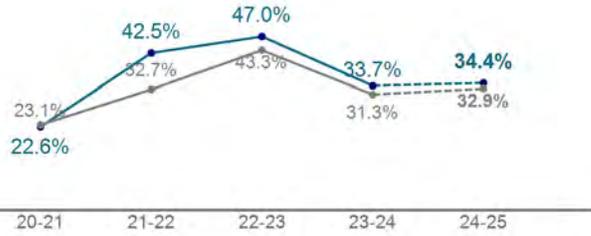
Low SES
N = 355



English Learner
N = 78



Special Education
N = 90



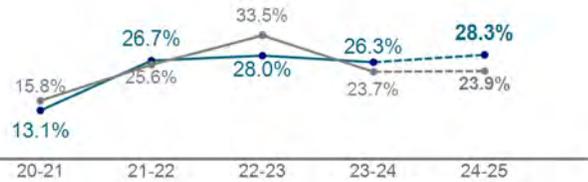
Homeless or Foster Youth

Subgroup with fewer than 20 students.

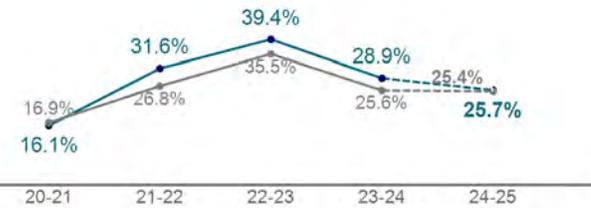
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 230



Male
N = 276



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.

SBAC ELA 2024 :: School Data by Subgroup

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	250	59%	39	20	20	22	41%	↓7		↓1	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	77	69%	45	23	17	14	31%	↓17		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	26	48%	↑-		-
	Gr. 04	70	47%	27	20	23	30	53%	↑4		↑3
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	103	59%	42	17	19	21	41%	↓6		↓3
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	142	67%	42	25	18	15	33%	↓8		↑4
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	37	68%	57	11	19	14	32%	↓8		↓13
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Filipino	34	24%	18	6	35	41	76%	↑-		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Asian	11*	27%	18	9	9	64	73%	↓1		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4

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 *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	
Ethnicity	Other	11*	91%	64	27	9	9%	↓31		-	
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	White	9*	33%	11	22	11	56	67%	↓3		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Cambodian	7*	43%	29	14		57	57%	↓18		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Pacific Islander	6*	50%	17	33	33	17	50%	↑7		-
All Elementary		66%	37	29	25	9	34%	↑3		↓2	
District		57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	117	54%	32	22	19	27	46%	↓9		↓6
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	133	63%	45	18	20	17	37%	↓4		↑4
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
District		46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	42	69%	45	24	17	14	31%	↓5		↑13
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	32	88%	59	28	6	6	13%	↓1		-

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SBAC ELA 2024 :: School Data by Subgroup

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	81%	56	24	15	5	19%	↓1		↑5	
		District	86%	61	25	11	3	14%	↓1		↑3	
	RFEP	10*	10%		10	50		40	90%	↑4		-
		All Elementary	24%	7	17	36		40	76%	↑6		↑6
		District	41%	16	25	38		21	59%	↑3		↑3
	Foster	7*	71%	57	14	14	14	29%	↑9		-	
		All Elementary	80%	63	18	14	5	20%	↓5		-	
		District	77%	55	22	17	6	23%	↓2		↓3	
	GATE/Excel	64	6%		6	28		66	94%	↓4		↑4
		All Elementary	9%		2	7	22		69	91%	↑1	↓2
		District	12%		3	9	30		58	88%	↑2	↓1
	Homeless	19*	79%	58	21	11	11	21%	↓16		-	
		All Elementary	69%	48	22	19	11	31%	↓6		↑5	
		District	69%	45	24	22	9	31%	↓5		↑2	
	Homeless/Foster	26	77%	58	19	12	12	23%	↓12		-	
		All Elementary	71%	50	21	19	11	29%	↓6		↑4	
	District	70%	46	24	21	9	30%	↓5		↑1		
Low SES	171	64%	42	22	15	21	36%	↓12		↓3		
	All Elementary	61%	38	23	22	18	39%	↓1		↑4		
	District	60%	35	25	25	15	40%	↓1		↑2		
Special Ed.	51	98%	82	16	2		2%	↓5		-		
	All Elementary	82%	64	17	11	8	18%	↓-		↑3		
	District	83%	64	19	11	6	17%	↑-		↑2		
Spec Ed. Speech/RSP	28	96%	79	18	4		4%	↓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
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

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SBAC Math 2024 :: School Data by Subgroup

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	254	60%	35	26	23	17	40%	↓1		↓5	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	79	62%	29	33	22	16	38%	↓10		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	72	51%	32	19	31	18	49%	↑1		↑3
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
Ethnicity	Gr. 05	103	65%	41	24	19	16	35%	↑10		↓11
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
	Hispanic	145	67%	38	29	22	11	33%	↓1		↓4
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
Ethnicity	African American	37	68%	51	16	22	11	32%	↑12		↑8
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Filipino	34	32%	12	21	35	32	68%	↓8		↓10
	All Elementary	30%	12	18	33	37	70%	↑4		↑4	
	District	38%	18	20	27	35	62%	↑6		↑4	
Ethnicity	Asian	12*	33%	25	8	25	42	67%	↓7		-
	All Elementary	38%	16	22	24	38	62%	↑7		↑4	
	District	45%	24	22	21	33	55%	↑3		↓2	

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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*	82%	45	36	9	9	18%	↓9		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	White	9*	33%	33	11	56	67%	↓3		-	
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Cambodian	7*	14%	14	43	43	86%	↑11		-	
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
Pacific Islander	6*	67%	33	33	33	33%	↓10		-		
	All Elementary	64%	30	34	26	10	36%	↑9		↓6	
	District	70%	43	28	21	9	30%	↑5		↓2	
Gender	Female	118	61%	36	25	20	19	39%	↑1		↓3
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	136	60%	34	26	26	15	40%	↓2		↓8
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100				0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	46	74%	39	35	17	9	26%	↑5		↑4
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	36	92%	50	42	6	3	8%	↓4		↑5

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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	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	10*	10%		10	60	30	90%	↑47		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	7*	57%	29	29	43		43%	↑23		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
	GATE/Excel	64	9%		9	47	44	91%	↓4		↓6
		All Elementary	10%		1	9	29	61	90%	↑6	
	Homeless	20	80%	50	30	5	15	20%	↓19		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
	Homeless/Foster	27	74%	44	30	15	11	26%	↓11		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
	Low SES	173	64%	36	28	20	17	36%	↓4		↓7
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
	Special Ed.	51	84%	67	18	12	4	16%	↑5		↓6
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
Spec Ed. Speech/RSP	28	79%	54	25	18	4	21%	↑5		-	

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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	76%	51	25	13	11	24%	↑2		↓-
	Speech/RSP	District	83%	63	20	10	7	17%	↑1		↓-

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

SBAC Science 2024 :: School Data by Subgroup

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	104	77%	22	55	15	8	23%	↓7		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	77%	22	55	15	8	23%	↓7		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	55	82%	25	56	11	7	18%	↓8		-
		All Elementary	77%	19	58	17	8	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	18*	78%	39	39	17	8	22%	↑2		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Filipino	14*	64%	64	21	14	36%	↓14		-	
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
	Other	5*	100%	40	60		0%	↓67		-	
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	Asian	5*	20%	20	60	20	80%	↑20		-	
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
White	4*	75%	75	25		25%	↓15		-		
	All Elementary	41%	5	36	32	26	59%	↑-		-	
	District	50%	6	44	30	19	50%	↑1		-	

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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	Pacific Islander	3*	100%	100			0%	-		-	
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
	Cambodian	2*	50%	50		50		50%	↓17		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
Gender	Female	53	70%	21	49	17	13	30%	↓5		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	51	84%	24	61	14	2	16%	↓10		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	15*	87%	27	60	13		13%	↓13		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	12*	100%	33	67			0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	3*	33%	33		67		67%	↑12		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	3*	100%	100				0%	↓33		-
All Elementary		84%	39	45	13	3	16%	↓3		-	

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

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	District	89%	32	57	8	2	11%	↓1		-	
	GATE/Excel		23	35%	35	39	26	65%	↓35		-	
		All Elementary		21%	20	40	39	79%	↑11		-	
		District		35%	3	33	39	25	65%	↑8		-
	Homeless		7*	100%	29	71		0%	↓23		-	
		All Elementary		85%	30	56	13	2	15%	↓2		-
		District		86%	28	59	12	1	14%	↑-		-
	Homeless/Foster		10*	100%	50	50		0%	↓25		-	
		All Elementary		85%	30	54	13	2	15%	↓2		-
		District		87%	28	59	12	1	13%	↓-		-
	Low SES		71	80%	28	52	11	8	20%	↓11		-
		All Elementary		79%	20	58	16	5	21%	↓2		-
		District		82%	20	61	15	4	18%	↓1		-
	Special Ed.		24	100%	71	29		0%	-		-	
		All Elementary		89%	44	45	8	3	11%	↓-		-
District			92%	41	51	6	2	8%	↑1		-	
Spec Ed. Speech/RSP		13*	100%	54	46		0%	-		-		
	All Elementary		86%	35	51	10	4	14%	↓-		-	
	District		89%	34	55	8	3	11%	↑1		-	

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

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)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
E L A	All Students	167	28	35	19	28	19	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	67	51	21	24	34	21
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	99	13	43	15	24	17
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	96	32	32	22	24	22
			All ES	44	25	22	24	29
			District	29	34	15	16	36
African American		24	6	50	13	25	13	
		All ES	42	25	21	23	31	
		District	28	34	15	15	37	
Filipino		21	30	29	19	38	14	
		All ES	40	24	24	25	27	
		District	35	29	16	17	38	
Asian	9^	-	22	11	33	33		
	All ES	52	23	20	23	34		
	District	35	31	14	15	40		

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

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)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	Other	8^	-	38	25	38	0
		All ES	45	22	21	29	28
		District	32	30	16	19	35
	White	5^	-	40		60	0
		All ES	41	26	22	26	27
		District	28	33	15	18	34
	Pacific Islander	4^	-	50		25	25
		All ES	34	29	16	39	16
		District	30	34	13	17	37
	Cambodian	4^	-			50	50
		All ES	53	20	22	25	34
		District	34	30	16	16	38
Gender	Female	76	30	36	20	24	21
		All ES	45	24	22	25	29
		District	32	31	15	17	36
	Male	91	27	34	18	32	16
		All ES	43	25	21	24	29
		District	27	35	15	15	35
Nonbinary	All ES^	-23	100			0	
	District	5	53	6	12	29	
Special Populations	EL + RFEP	25	40	24	24	32	20

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	43	25	22	23	30
		District	29	34	14	14	38
	ELL	18^	-	33	17	28	22
		All ES	43	25	22	23	30
	RFEP	District	33	32	17	16	35
		7^	-		43	43	14
	Foster	All ES	44	25	24	22	29
		District	26	35	12	13	40
	GATE/Excel	4^	-	50	25	25	0
		All ES	32	32	31	15	22
	Homeless	District	9	40	19	13	28
		52	44	25	23	35	17
	Homeless/Foster	All ES	41	26	21	28	25
		District	31	31	16	18	35
	Low SES	11^	-	36	18	27	18
		All ES	47	25	20	21	33
	Homeless/Foster	District	27	35	14	14	37
		15^	-	40	20	27	13
	Low SES	All ES	45	26	22	20	32
		District	25	35	15	14	36
Low SES		113	27	34	19	33	15

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

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)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Low SES	All ES	44		25	22	24	30
			District	29		33	15	16	35
	Special Ed.		33	10		45	21	18	15
		All ES	38		30	18	21	30	
	Spec Ed. Speech/RSP	District	28		35	15	15	35	
			18^	-		39	22	22	17
		All ES	43		28	19	20	32	
		District	31		34	15	15	36	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 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)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
M a t h	All Students	169	21		33	28	24	15	
		All ES	39		22	28	29	21	
		District	22		35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	67	39		16	34	31	18
			All ES	48		17	28	32	23
			District	47		17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	102	10		43	25	20	13
			All ES	31		28	28	25	19
			District	30		29	28	25	18
	Ethnicity	Hispanic	98	25		30	28	27	16
			All ES	38		23	28	28	20
			District	20		36	20	18	26
African American		24	18		42	25	8	25	
		All ES	38		25	26	26	23	
		District	18		38	18	17	26	
Filipino		21	16		24	33	33	10	
		All ES	45		14	32	32	21	
		District	37		25	19	22	35	
Asian	9^	-		22	44	22	11		
	All ES	46		18	25	31	25		
	District	25		32	18	21	28		

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	8^	-	50	13	38	0
		All ES	40	22	27	29	22
		District	27	32	18	20	30
	White	5^	-	80	20	0	
		All ES	43	20	28	33	20
		District	27	31	20	21	28
	Pacific Islander	4^	-	25	50	25	0
		All ES	49	20	35	24	22
		District	24	34	19	20	26
	Cambodian	4^	-		50	25	25
		All ES	42	20	27	30	24
		District	24	33	19	21	27
Gender	Female	77	23	34	32	18	16
		All ES	38	23	28	29	20
		District	21	35	19	19	26
	Male	92	20	32	25	29	14
		All ES	40	22	28	28	22
		District	23	34	19	19	28
Nonbinary	All ES^	30		100	0		
	District	11	45	15	6	33	
Special Populations	EL + RFEP	28	37	25	14	43	18

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	EL + RFEP	All ES	40	21	29	27	22	
		District	20	37	19	16	27	
	ELL		21	32	33	10	33	24
		All ES	40	23	27	26	23	
	RFEP	District	24	34	20	18	27	
		7^	-		29		71	0
	Foster	All ES	40	18	33	30	20	
		District	15	40	18	15	28	
	GATE/Excel	4^	-		25	25	50	
		All ES	32	31	21	21	28	
	Homeless	District	11	39	20	14	27	
			52	30	21	40	27	12
	Homeless/Foster	All ES	41	19	30	32	19	
		District	28	29	21	22	29	
	Low SES	12^	-		42	25	8	25
		All ES	42	22	30	26	23	
	Homeless/Foster	District	20	37	19	17	27	
		16^	-		38	25	6	31
	Homeless/Foster	All ES	41	23	29	25	23	
		District	19	37	19	16	27	
Low SES		114	19	32	28	26	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.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

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)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math at Special Populations	Low SES	All ES	39		23	28	28	21	
		District	21		36	19	18	27	
	Special Ed.		33	22		39	15	18	27
		All ES	39			26	25	23	27
		District	20			38	18	17	26
	Spec Ed. Speech/RSP		18^	-		28	22	22	28
		All ES	40			25	26	24	26
		District	20			37	18	17	28

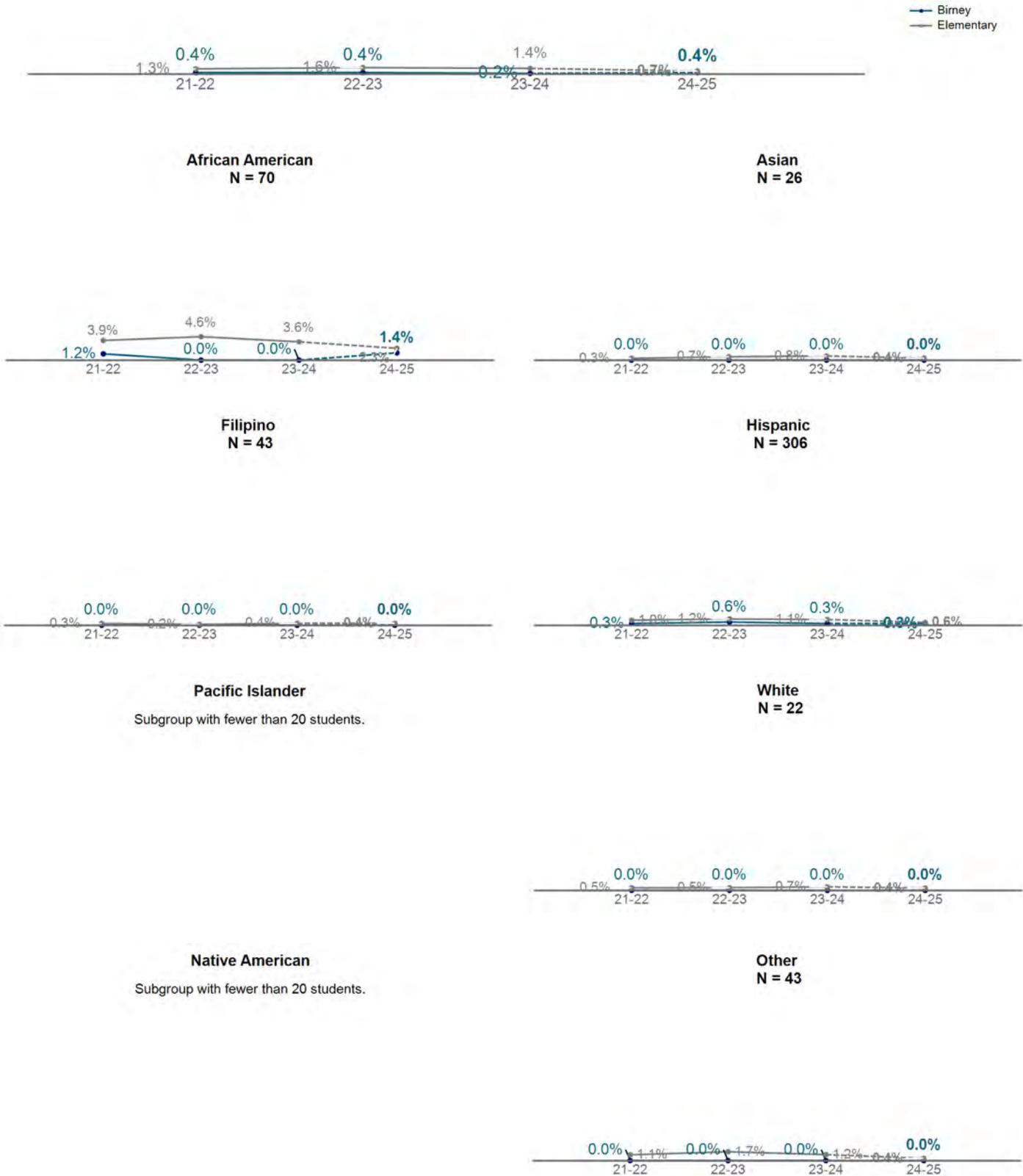
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

Suspension Rate

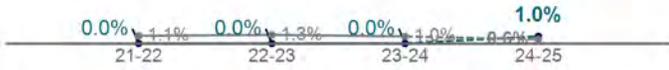
Birney
All Students
N = 524



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

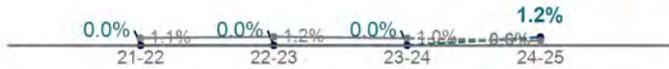
EL + RFEP
N = 97



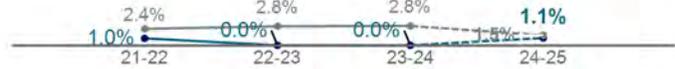
Low SES
N = 359



English Learner
N = 84



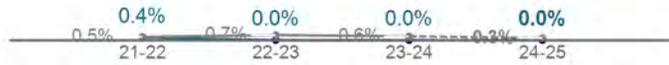
Special Education
N = 94



Homeless or Foster Youth
N = 29



Female
N = 240



Male
N = 284



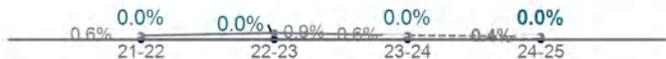
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

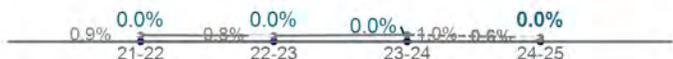
Gr. K
N = 80



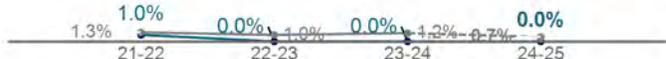
Gr. 01
N = 85



Gr. 02
N = 81



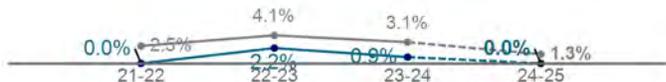
Gr. 03
N = 69



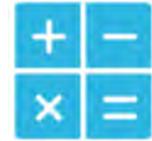
Gr. 04
N = 93



Gr. 05
N = 78



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.

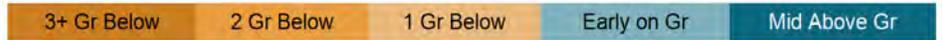


i-Ready Math Overall Relative Placement

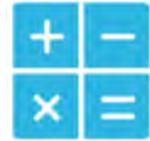
School Data by Subgroup

Birney 2023-2024 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	66	32	67	2		
			2	68	16	72	4	7	
			3	63	14	62	16	8	
	Teacher	Anema, C	1	23	30	70			
			2	23	9	74	4	13	
			3	23	4	74	17	4	
		Robinson, R	1	23	35	65			
			2	23	26	70	4		
			3	25	24	56	12	8	
		Temple, S	1	23	35	61	4		
			2	24	25	63	4	8	
			3	24	25	54	13	8	
	Ethnicity	African American	1	4	25	75			
			2	4		100			
			3	4	25	75			
		Asian	1	3	33	67			
			2	3		100			
			3	3	33	67			
		Filipino	1	4	50	50			
			2	4		75	25		
			3	3		67	33		
		Hispanic	1	41	37	61	2		
			2	43	19	72	2	7	
			3	39	15	67	15	3	
		Pacific Islander	1	1		100			
			2	1		100			
			3	1			100		
White		1	3	33	67				
		2	3		67	33			
		3	3		33	33	33		
Other	1	10	10	90					
	2	10	30	50	20				
	3	10	10	50	10	30			

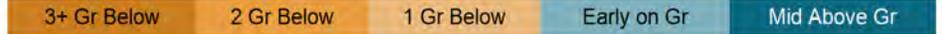


i-Ready Math Overall Relative Placement

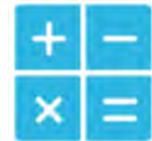
School Data by Subgroup

Birney 2023-2024 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	35	31	69			
			2	35	9	80	6	6	
			3	36	14	64	14	8	
		Male	1	31	32	65	3		
			2	33	24	64	3	9	
			3	27	15	59	19	7	
	Special Populations	Low SES	1	47	36	62	2		
			2	47	15	77	2	6	
			3	42	14	69	10	7	
		ELL	1	12	58	42			
			2	12	17	83			
			3	13	15	85			
		RFEP	1	2	100				
			2	2		50	50		
			3	2		50	50		
		EL + RFEP	1	14	50	50			
			2	14	14	79	7		
			3	15	13	80	7		
		Special Ed.	1	13	69	31			
			2	12	17	75	8		
			3	13	38	46	8	8	
		Spec Ed. Speech/RSP	1	1	100				
			2	1	100				
			3	1			100		
	Homeless	1	5	60	40				
		2	5	40	60				
		3	5		80	20			

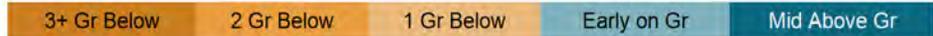


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 2

Legend

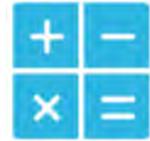


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	70	40	59			
			2	70	23	61	14	1	
			3	71	15	59	17	8	
	Teacher	Choe, S	1	23	48	52			
			2	24	29	50	17	4	
			3	24	25	46	17	13	
		Hryze, G	1	22	36	64			
			2	23	22	65	13		
			3	23	9	70	17	4	
		Salvador, A	1	24	33	63	4		
			2	24	17	67	17		
			3	24	13	63	17	8	
	Ethnicity	African American	1	10	50	50			
			2	11	18	64	18		
			3	11	18	45	27	9	
		Asian	1	5	20	60	20		
			2	5		60	20	20	
			3	5		20	20	60	
		Filipino	1	3	100				
			2	3		67	33		
			3	3		33	33	33	
		Hispanic	1	45	42	58			
			2	45	29	62	9		
			3	46	17	70	9	4	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
	White	1	3	33	67				
		2	3		33	67			
		3	3		33	33	33		
Other	1	3	33	67					
	2	2	100						
	3	2		50	50				

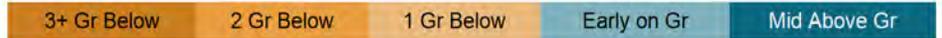
i-Ready Math Overall Relative Placement

School Data by Subgroup

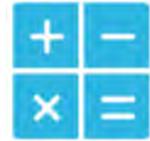
Birney 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	37	41	57	3		
			2	37	30	54	16		
			3	37	16	59	16	8	
		Male	1	33	39	61			
			2	33	15	70	12	3	
			3	34	15	59	18	9	
	Special Populations	Low SES	1	52	42	56	2		
			2	50	22	62	16		
			3	51	18	61	14	8	
		ELL	1	12	67	33			
			2	12	50	50			
			3	13	23	77			
		RFEP	1	3	100				
			2	3		33	67		
			3	3			67	33	
		EL + RFEP	1	15	53	47			
			2	15	40	47	13		
			3	16	19	63	13	6	
		Special Ed.	1	6	50	50			
			2	6	50	50			
			3	6	33	67			
		Spec Ed. Speech/RSP	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	5	60	40			
			2	5	20	80			
			3	5	40	60			
GATE/Excel	1	11		91	9				
	2	11			27	64	9		
	3	11			27	45	27		

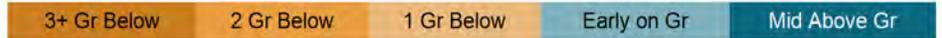


i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 3

Legend

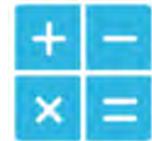


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	78	10	29	58	3	
			2	78	9	14	50	17	10
			3	76	8	11	46	17	18
	Teacher	Goodman, M	1	24	50		46	4	
			2	24	8	13	67	8	4
			3	24	13	13	54	13	8
		Green, R	1	27	19	30	52		
			2	27	7	19	44	22	7
			3	27		11	52	15	22
		Smith, R	1	27	11	15	70	4	
			2	28	11	11	43	18	18
			3	28	14	7	36	21	21
	Ethnicity	African American	1	12	33		67		
			2	12	8	8	58	25	
			3	12		8	50	25	17
		Asian	1	3	33		67		
			2	2			50		50
			3	2			50		50
		Filipino	1	12	8	8	75	8	
			2	12		8	42	25	25
			3	12			42	17	42
		Hispanic	1	42	17	31	52		
			2	43	12	19	51	9	9
			3	41	12	15	49	15	10
		Pacific Islander	1	2	100				
			2	2	50		50		
			3	2	50		50		
White	1	4			75	25			
	2	4			25	50	25		
	3	4				25	75		
Other	1	3	67		33				
	2	3	33		67				
	3	3	33		67				

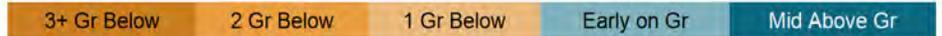
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 3



Legend

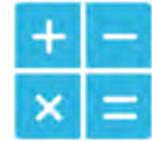


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Gender	Female	1	38	13	34	50	3		
			2	38		11	24	42	13	11
			3	36		11	14	47	14	14
		Male	1	40	8	25	65	3		
			2	40		8	5	58	20	10
			3	40		5	8	45	20	23
	Special Populations	Low SES	1	56	9	25	64	2		
			2	56		4	14	52	20	11
			3	55		7	7	49	18	18
		ELL	1	10	20	20	60			
			2	11	9	9	82			
			3	11		18		55	27	
		RFEP	1	3			100			
			2	3			67		33	
			3	3						100
		EL + RFEP	1	13	15	15	69			
			2	14	7	7	79	7		
			3	14		14	43		43	
		Special Ed.	1	15	33	20	47			
			2	16	19	19	50	13		
			3	16		13	25	31	13	19
		Spec Ed. Speech/RSP	1	6	17	33	50			
			2	6	17	33	50			
			3	6		33	17	17	17	17
		Foster	1	3	33		67			
			2	3		33	33		33	
			3	3			67		33	
		Homeless	1	3	33		67			
			2	4		25	50		25	
			3	4			75		25	
GATE/Excel	1	11			91	9				
	2	11				9	36	55		
	3	11					18	82		

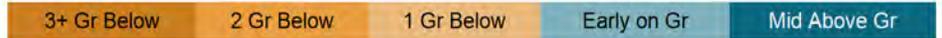
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 4



Legend

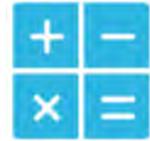


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	68	19	10	50	18	3
			2	71	14	13	32	31	10
			3	70	17	9	23	21	30
	Teacher	Gentle, D	1	33	21	12	48	15	3
			2	33	9	21	33	30	6
			3	34	15	12	21	26	26
		MARES-GALLEGOS, S	1	5	80	20			
			2	5	100				
			3	5	100				
	Salzman, D	1	32	6	9	59	22	3	
		2	33	6	6	36	36	15	
		3	33	6	6	33	18	36	
	Ethnicity	African American	1	6	17	17	50	17	
			2	7	14	29	29	29	
			3	7	14	14	43	14	14
		Asian	1	3			33		67
			2	4			50	25	25
			3	4			25	25	50
		Filipino	1	8	13		75	13	
			2	8			38	38	25
			3	7			14	29	57
		Hispanic	1	46	20	11	52	13	4
			2	47	19	11	32	34	4
			3	47	19	9	23	21	28
Pacific Islander	1	1					100		
	2	1					100		
	3	1					100		
White	1	1			100				
	2	1			100				
	3	1					100		
Other	1	3			67	33			
	2	3			67	33			
	3	3			33	33	33		

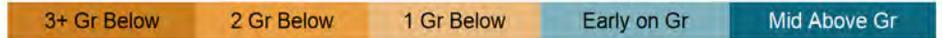
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 4



Legend

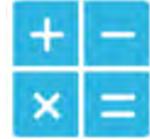


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	25	24	4	52	16	4
			2	26	12	19	31	27	12
			3	27	22	11	19	26	22
		Male	1	43	16	14	49	19	2
			2	45	16	9	33	33	9
			3	43	14	7	26	19	35
	Special Populations	Low SES	1	45	20	11	51	16	2
			2	46	13	15	35	26	11
			3	44	16	9	30	18	27
		ELL	1	8	38	38	25		
			2	11	45	9	45		
			3	12	33	25	33	8	
		RFEP	1	4		75		25	
			2	4					100
			3	4					100
		EL + RFEP	1	12	25	25	42	8	
			2	15	33	7	33	27	
			3	16	25	19	25	6	25
		Special Ed.	1	8		75	13	13	
			2	10		80	10	10	
			3	10		80	10	10	
	Spec Ed. Speech/RSP	1	5		60	20	20		
		2	5		60	20	20		
		3	5		60	20	20		
	Homeless	1	4		50	50			
		2	4		25	25	50		
		3	3		33	67			
GATE/Excel	1	30		3	60	30	7		
	2	30			3	20	53	23	
	3	28				4	32	64	

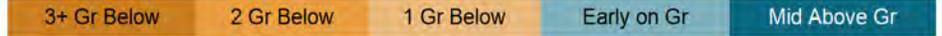
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 5



Legend

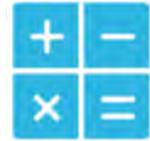


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	108	25	12	33	22	7	
			2	107	21	7	35	22	14	
			3	100	17	13	31	16	23	
	Teacher	Bernales, M	1	30	17	10	23	30	20	
			2	30	7	10	27	23	33	
			3	30	7	10	30	10	43	
		Gonzalez, C	1	31	16	16	35	29	3	
			2	31	13	10	42	23	13	
			3	31	13	13	32	19	23	
		MARES-GALLEGOS, S	1	11	100					
			2	12	100					
			3	11	100					
	Paulos, J	1	30	7	17	53	20	3		
		2	30	7	7	53	30	3		
		3	30	3	23	40	23	10		

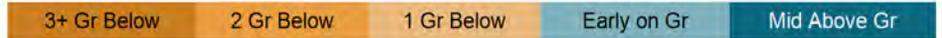
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 5



Legend

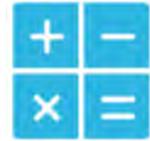


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
5	Ethnicity	African American	1	19	32	16	26	21	5		
			2	18	28	11	33	11	17		
			3	18	33	6	28	17	17		
		Asian	1	5					40	60	
			2	5					20	80	
			3	5					20	80	
		Filipino	1	14		50			43	7	
			2	14			36		43	21	
			3	14		7	29		36	29	
		Hispanic	1	58		33	16	33	17	2	
			2	58		29	9	36	19	7	
			3	51		20	20	31	12	18	
		Pacific Islander	1	3			67		33		
			2	3			67		33		
			3	3			67		33		
		White	1	4			25		25	50	
			2	4					75	25	
			3	4			25		25	50	
		Other	1	5		40	20	40			
			2	5		20	20	60			
			3	5		20	20	60			
		Gender	Female	1	53		23	9	36	21	11
				2	53		15	9	32	23	21
				3	51		10	14	27	18	31
Male	1		55		27	15	31	24	4		
	2		54		28	6	37	22	7		
	3		49		24	12	35	14	14		
Special Populations	Low SES	1	73		27	15	29	21	8		
		2	73		26	8	34	16	15		
		3	67		19	15	30	10	25		
	ELL	1	11		45		36	18			
		2	12		58		8	33			
		3	10		40		40	20			

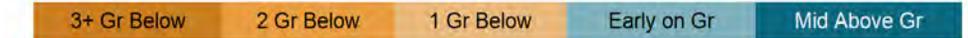
i-Ready Math Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	RFEP	1	3			33	67		
			2	3				100		
			3	3			33	67		
		EL + RFEP	1	14		36	29	21	14	
			2	15		47	7	27	20	
			3	13		31	31	23	15	
		Special Ed.	1	21		67	10	19	5	
			2	22		55	9	27	9	
			3	21		52	14	29	5	
		Spec Ed. Speech/RSP	1	13		46	15	31	8	
			2	13		23	15	46	15	
			3	12		17	25	50	8	
		Foster	1	2		100				
			2	2		100				
			3	1		100				
		Homeless	1	5		40		60		
			2	6		50		50		
			3	6		50		50		
GATE/Excel	1	23				22	43	35		
	2	23				4	52	43		
	3	23					26	74		

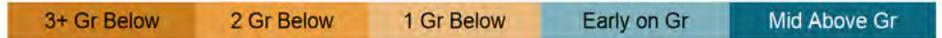
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	22	68	6	4	
			2	64	14	66	13	8	
			3	64	8	52	14	27	
	Teacher	Anema, C	1	23	17	74	9		
			2	23	9	65	17	9	
			3	23	9	48	17	26	
		Robinson, R	1	23	22	65	9	4	
			2	24	8	71	8	13	
			3	25	12	48	16	24	
		Temple, S	1	23	26	65	9		
			2	24	25	46	13	17	
			3	25	4	56	4	36	
	Ethnicity	African American	1	4	100				
			2	4	25	75			
			3	4		75		25	
		Asian	1	3	33	67			
			2	3	100				
			3	3	100				
		Filipino	1	4	100				
			2	4		25	25	25	25
			3	4		50		50	
		Hispanic	1	44	25	68	5	2	
			2	39	15	69	13	3	
			3	42	10	52	17	21	
		Pacific Islander	1	1	100				
			2	1				100	
			3	1				100	
	White	1	3		33	33	33		
		2	3		33	33	33	33	
		3	3		33	33	33	33	
Other	1	10		20	50	10	20		
	2	10	10	70		20			
	3	7		14	29	14	43		

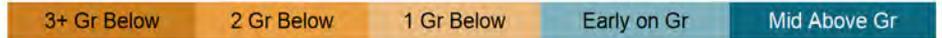
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	67	8	6	
			2	35	11	57	17	14	
			3	35	9	51	9	31	
		Male	1	33	24	70	3		
			2	29	17	76	7		
			3	29	7	52	21	21	
	Special Populations	Low SES	1	49	31	65	2		
			2	46	11	67	15	7	
			3	44	5	59	14	23	
		ELL	1	13	31	69			
			2	14	29	64	7		
			3	13	15	69	15		
		RFEP	1	2		50		50	
			2	1		100			
			3	2		50		50	
		EL + RFEP	1	15	27	67	7		
			2	15	27	67	7		
			3	15	13	67	13	7	
		Special Ed.	1	14	57	43			
			2	12		92	8		
			3	12	8	67	17	8	
		Spec Ed. Speech/RSP	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	5	40	60			
			2	5	40	60			
			3	6		33	33	17	17

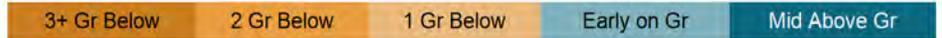
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	67	28	48	7	16		
			2	68	16	38	19	26		
			3	66	14	33	20	33		
	Teacher	Choe, S		1	23	26	43	13	17	
				2	24	21	33	21	25	
				3	24	13	29	17	42	
		Hryze, G		1	22	32	55	5	9	
				2	23	13	43	26	17	
				3	23	9	43	26	22	
		Salvador, A		1	24	21	50	8	21	
				2	24	13	42	8	38	
				3	24	17	25	21	38	
	Ethnicity	African American		1	10	30	50	10	10	
				2	10	10	40	30	20	
				3	10	10	30	40	20	
		Asian		1	5		40		60	
				2	5		40		60	
				3	5		20	20	60	
		Filipino		1	2				50	50
				2	3				33	67
				3	3		33			67
		Hispanic		1	44	34	48	7	11	
				2	44	23	41	18	18	
				3	42	17	38	17	29	
		White		1	3	33	33		33	
				2	3		33		67	
				3	3		33	33	33	
Other		1	3	100						
		2	2		50		50			
		3	2		50		50			
Pacific Islander		2	1				100			
		3	1				100			

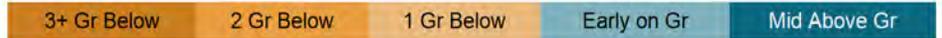
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	37	19	49	14	19	
			2	36	11	42	17	31	
			3	37	8	38	16	38	
		Male	1	30	40	47	13		
			2	32	22	34	22	22	
			3	29	21	28	24	28	
	Special Populations	Low SES	1	50	28	54	6	12	
			2	49	16	41	16	27	
			3	47	13	38	17	32	
		ELL	1	13	62	38			
			2	13	38	62			
			3	13	38	46	15		
		RFEP	1	3		33		67	
			2	3		33		67	
			3	3			33	67	
		EL + RFEP	1	16	50	38	13		
			2	16	31	56	13		
			3	16	31	38	19	13	
		Special Ed.	1	6	33	67			
			2	6	33	67			
			3	6	33	50	17		
		Spec Ed. Speech/RSP	1	1	100				
			2	1	100				
			3	1	100				
	Homeless	1	4	75	25				
		2	5	40	60				
		3	4	25	75				
GATE/Excel	1	11			9	9	82		
	2	11			9		91		
	3	11					100		

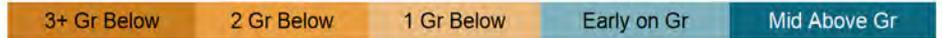
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	78	12	22	33	28	5
			2	78	6	19	28	27	19
			3	75	5	13	25	35	21
	Teacher	Goodman, M	1	24	8	17	50	21	4
			2	24	8	17	38	33	4
			3	24	4	25	25	42	4
		Green, R	1	27	19	22	30	22	7
			2	27	4	19	30	30	19
			3	27	4	4	30	37	26
		Smith, R	1	27	7	22	26	41	4
			2	28	7	21	21	18	32
			3	28	7	18	21	25	29
	Ethnicity	African American	1	12	58	8	25	8	
			2	12	25	33	25	17	
			3	12	25	33	17	25	
		Asian	1	3	33	33	33		
			2	3	33	33	33		
			3	3	33	33	33		
		Filipino	1	11	36	64			
			2	12	17	50	33		
			3	11	9	36	55		
		Hispanic	1	43	19	21	35	21	5
			2	42	10	21	33	21	14
			3	41	7	17	27	37	12
		Pacific Islander	1	2	100				
			2	2	50	50			
			3	1			100		
White	1	4	25	50	25				
	2	4	25	25	50				
	3	4	25	25	50				
Other	1	3	100						
	2	3	67	33					
	3	3	33	67					

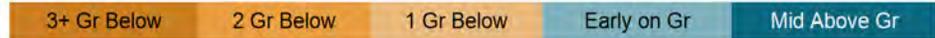
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	37	11	16	32	35	5
			2	38	5	18	21	34	21
			3	36	3	11	25	42	19
		Male	1	41	12	27	34	22	5
			2	40	8	20	35	20	18
			3	39	8	15	26	28	23
	Special Populations	Low SES	1	56	11	21	36	29	4
			2	56	5	14	32	30	18
			3	55	4	13	27	36	20
		ELL	1	11	27	18	36	18	
			2	12	17	25	42	17	
			3	12	17	17	33	33	
		RFEP	1	3					100
			2	3					100
			3	3				67	33
		EL + RFEP	1	14	21	14	29	36	
			2	15	13	20	33	13	20
			3	15	13	13	27	40	7
		Special Ed.	1	17	41	29	24	6	
			2	15	13	33	40	13	
			3	15	13	20	40	27	
	Spec Ed. Speech/RSP	1	7	43	43	14			
		2	5	20	20	60			
		3	5	20	40	40			
	Foster	1	3		67		33		
		2	3			33		67	
		3	3			33		67	
Homeless	1	3			33		33		
	2	4		25	25	25	25		
	3	4		25	25	25	25		
GATE/Excel	1	11				73	27		
	2	11				9	91		
	3	11				9	91		

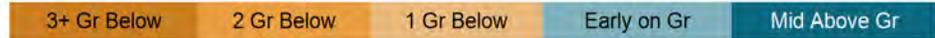
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	70	21	4	40	14	20	
			2	66	20	2	38	17	24	
			3	67	15	4	42	13	25	
	Teacher	Gentle, D		1	33	21		39	21	18
				2	33	12	3	36	21	27
				3	34	12	6	41	15	26
		MARES-GALLEGOS, S		1	5	100				
				2	5	100				
				3	5	100				
		Salzman, D		1	32	6	9	50	9	25
				2	33	12		48	15	24
				3	33	9	3	45	15	27
	Ethnicity	African American		1	6	33		67		
				2	7	14		71	14	
				3	7	14		71	14	
		Asian		1	4			50		50
				2	4		25	25		50
				3	3			33		67
		Filipino		1	7			14	29	57
				2	8			25		75
				3	7			43		57
		Hispanic		1	48	21	6	46	15	13
				2	43	23	2	37	21	16
				3	46	22	4	39	17	17
		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	2			50		50		

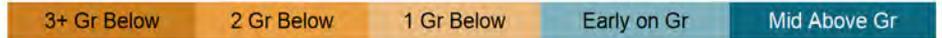
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	Gender	Female	1	26	19	4	46	8	23
			2	23	13	4	43	13	26
			3	25	8	4	44	16	28
		Male	1	44	23	5	36	18	18
			2	43	23		35	19	23
			3	42	19	5	40	12	24
	Special Populations	Low SES	1	46	24	7	43	7	20
			2	42	21	2	43	12	21
			3	41	15	5	41	15	24
		ELL	1	10	60	10	30		
			2	10	70		20	10	
			3	11	55	9	27	9	
		RFEP	1	4	75		25		
			2	3	67		33		
			3	4	50		25	25	
		EL + RFEP	1	14	43	7	43	7	
			2	13	54		31	15	
			3	15	40	7	33	13	7
		Special Ed.	1	10	80	10	10		
			2	10	80	10	10		
			3	10	70	10	10	10	
	Spec Ed. Speech/RSP	1	5	60	20	20			
		2	5	60	20	20			
		3	5	40	20	20	20		
	Homeless	1	4	50	50				
		2	4	75		25			
		3	3	67	33				
GATE/Excel	1	29		24	31	45			
	2	27		22	22	56			
	3	28		32	14	54			

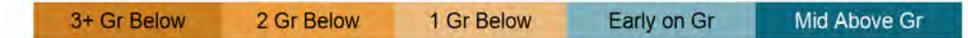
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	104	21	27	25	18	9	
			2	103	23	17	24	17	18	
			3	97	21	14	26	19	21	
	Teacher	Bernales, M	1	30	17	30	17	23	13	
			2	30	13	13	23	17	33	
			3	30	10	10	27	23	30	
		Gonzalez, C	1	31	10	39	16	26	10	
			2	31	10	32	29	13	16	
			3	31	19	16	23	16	26	
		MARES-GALLEGOS, S	1	12	100					
			2	12	100					
			3	11	100					
	Paulos, J	1	30	3	23	57	10	7		
		2	30	10	20	33	23	13		
		3	30	17	17	37	20	10		

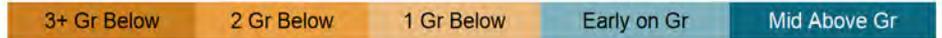
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 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	Ethnicity	African American	1	18	28	28	17	22	6	
			2	17	29	24	12	18	18	
			3	18	39	11	11	22	17	
		Asian	1	5					40	60
			2	5				20	80	
			3	5				20	80	
		Filipino	1	14	14	57		29		
			2	14	14	36		29	21	
			3	13	8	31		23	38	
		Hispanic	1	56	27	32	21	13	7	
			2	56	30	16	25	14	14	
			3	49	20	18	31	16	14	
		Pacific Islander	1	3	33	33		33		
			2	3	100					
			3	3	33	67				
		White	1	4	25	25		25	25	
			2	4	25	25		25	25	
			3	4	25			50	25	
		Other	1	4	50	25	25			
			2	4	50	50				
			3	5	40	20	40			
Gender	Female	1	54	13	31	24	19	13		
		2	51	16	16	27	16	25		
		3	52	15	19	19	17	29		
	Male	1	50	30	22	26	18	4		
		2	52	31	19	21	17	12		
		3	45	27	9	33	20	11		
Special Populations	Low SES	1	72	25	29	22	15	8		
		2	70	29	17	23	11	20		
		3	66	24	21	20	14	21		
	ELL	1	12	58	42					
		2	12	58	25	17				
		3	9	44	33	22				

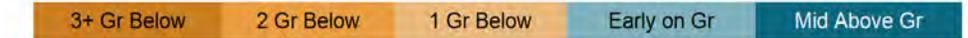
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Birney 2023-2024 Grade 5



Legend

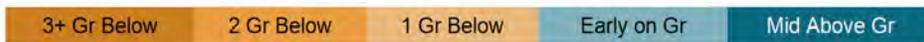


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	RFEP	1	3			33	67		
			2	3		33	33	33		
			3	3				67	33	
		EL + RFEP	1	15		47	40	13		
			2	15		47	20	20	7	7
			3	12		33	25	17	17	8
		Special Ed.	1	20		60	35	5		
			2	22		68	23	9		
			3	21		67	14	14	5	
		Spec Ed. Speech/RSP	1	12		33	58	8		
			2	13		46	38	15		
			3	13		46	23	23	8	
		Foster	1	2		100				
			2	1		100				
			3	2		100				
		Homeless	1	5		20	40	40		
			2	5		40	20	40		
			3	5		60	20	20		
GATE/Excel	1	23				4	17	48	30	
	2	23				26	17	57		
	3	23				13	17	70		

i-Ready Math Overall Relative Placement School Data by Subgroup Birney 2023-2024



Legend



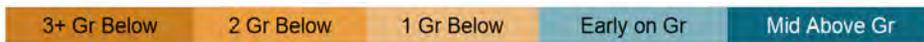
Category		Diagnostic Window	# Students	Percent by Category					
All Students	399	3	399	10	13	44	17	17	
	Gr. 01	3	73	18	62	14	7		
Grade	Gr. 02	3	71	15	59	17	8		
	Gr. 03	3	79	9	10	47	16	18	
	Gr. 04	3	72	17	8	25	21	29	
	Gr. 05	3	104	18	13	31	15	22	
	African American	3	52	13	12	42	19	13	
Ethnicity	Asian	3	20	5	15	25	25	30	
	Filipino	3	43	5	37	26	33		
	Hispanic	3	238	11	16	47	13	12	
	Other	3	23	9	13	52	4	22	
	Female	3	194	9	14	43	16	17	
Gender	Male	3	205	10	12	44	17	18	
	Low SES	3	273	9	14	47	13	17	
Special Populations	ELL	3	64	14	27	53	6		
	EL + RFEP	3	79	11	22	46	13	9	
	Special Ed.	3	71	32	21	32	7	7	
	Spec Ed. Speech/RSP	3	26	31	19	27	12	12	
	Homeless	3	41	12	20	54	5	10	
	GATE/Excel	3	75				8	29	63

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Birney 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	400	3	400	10	11	34	20	25
	Gr. 01	3	74	8	50	14	28	
Grade	Gr. 02	3	71	13	32	21	34	
	Gr. 03	3	79	5	15	25	34	20
	Gr. 04	3	72	17	4	40	14	25
	Gr. 05	3	104	24	13	26	17	19
	African American	3	52	13	13	33	21	19
Ethnicity	Asian	3	20	10	5	25	15	45
	Filipino	3	43	2	30	19	49	
	Hispanic	3	239	12	13	37	21	18
	Other	3	23	13	9	35	13	30
	Female	3	194	7	11	34	20	29
Gender	Male	3	206	14	11	34	20	21
	Low SES	3	274	10	12	35	19	24
Special Populations	ELL	3	64	23	20	41	16	
	EL + RFEP	3	79	19	16	37	20	8
	Special Ed.	3	71	35	17	32	14	
	Spec Ed. Speech/RSP	3	26	35	27	31	8	
	Homeless	3	41	15	17	41	10	17
	GATE/Excel	3	75			16	13	71

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Birney

Site Level Overall Performance Level Summary



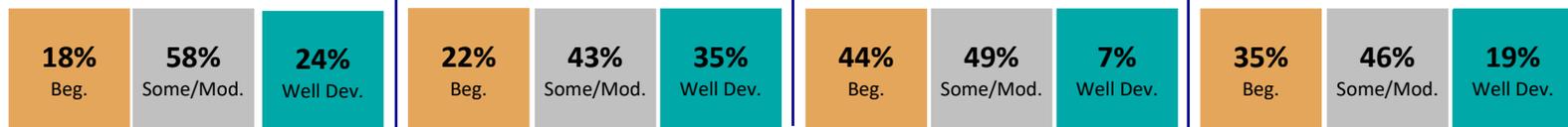
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



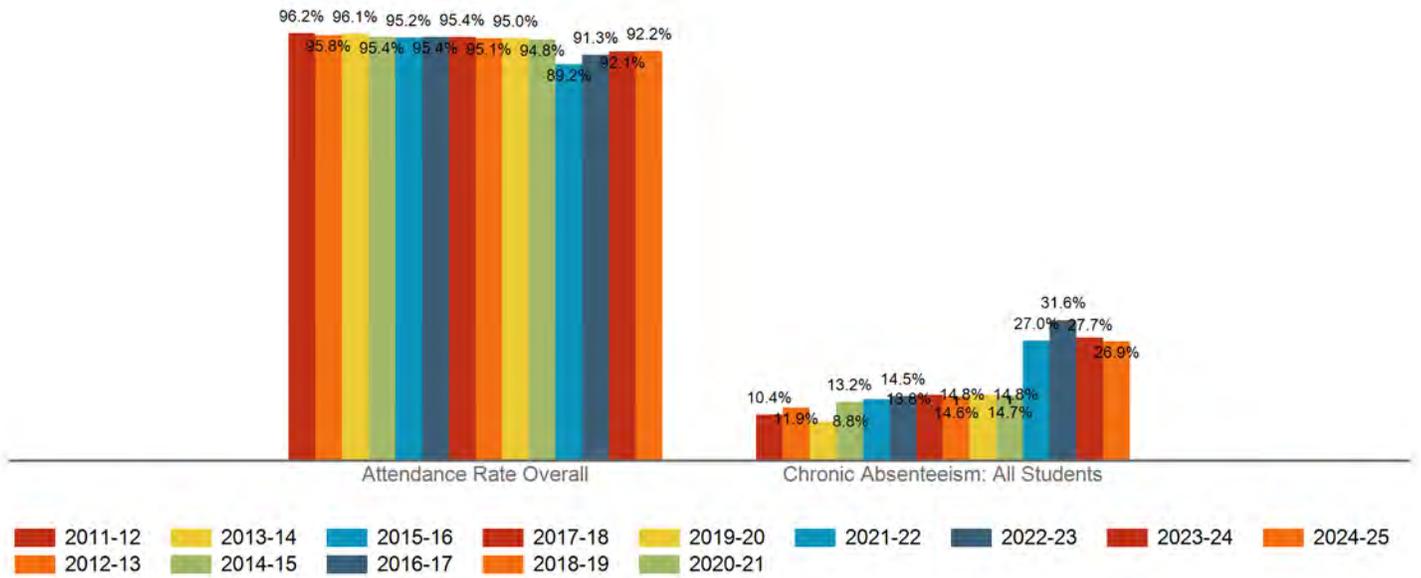
Grade Level Performance Summary (Overall and by Domain)

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	25%	50%	25%	0%	0%	100%	0%	25%	75%	0%	0%	100%	0%	100%	0%	0%
01	35%	41%	18%	6%	41%	47%	12%	29%	71%	0%	35%	59%	6%	47%	35%	18%
02	14%	57%	7%	21%	7%	64%	29%	14%	57%	29%	64%	21%	14%	14%	71%	14%
03	8%	8%	67%	17%	0%	67%	33%	17%	17%	67%	17%	75%	8%	17%	50%	33%
04	25%	25%	33%	17%	8%	42%	42%	17%	8%	67%	58%	33%	0%	25%	50%	17%
05	43%	21%	21%	14%	29%	57%	14%	29%	36%	36%	57%	36%	7%	43%	36%	21%

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>By June 2024, 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 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.</p>

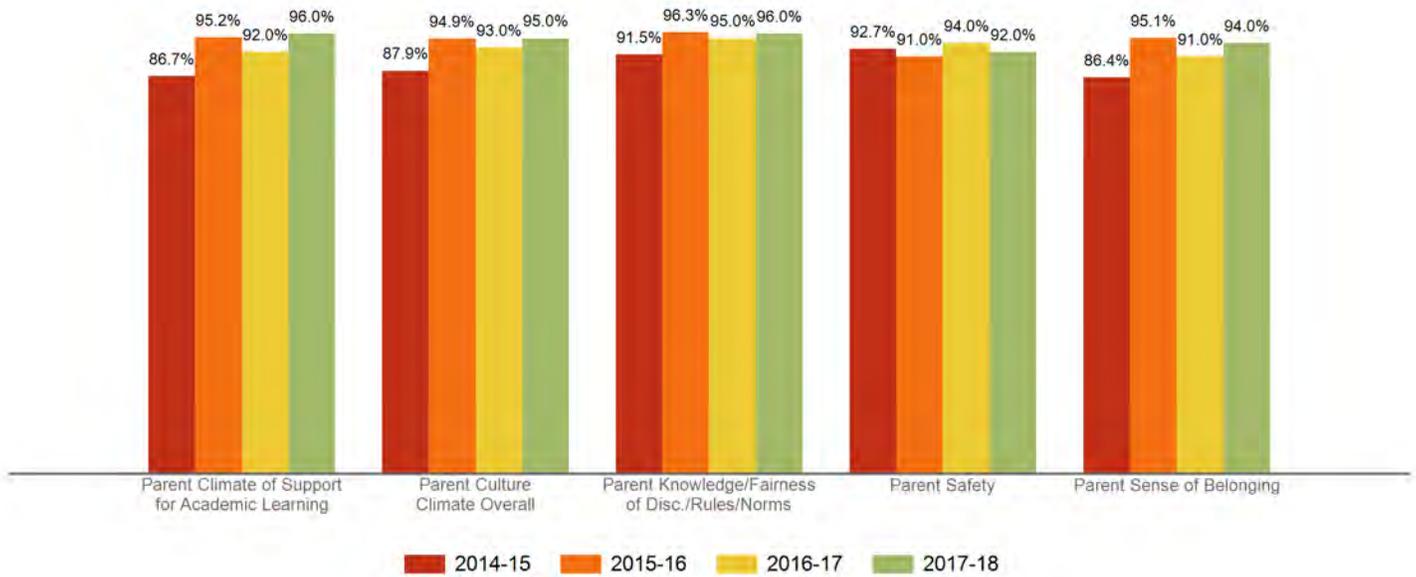


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.50 FTE Counselor To effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE). Support students, staff and families with IEP and SST processes. Collaborate with IOA for attendance goals, especially reduction of chronic absenteeism.		Counselor
2	.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.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>By June 2024, 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 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.</p>

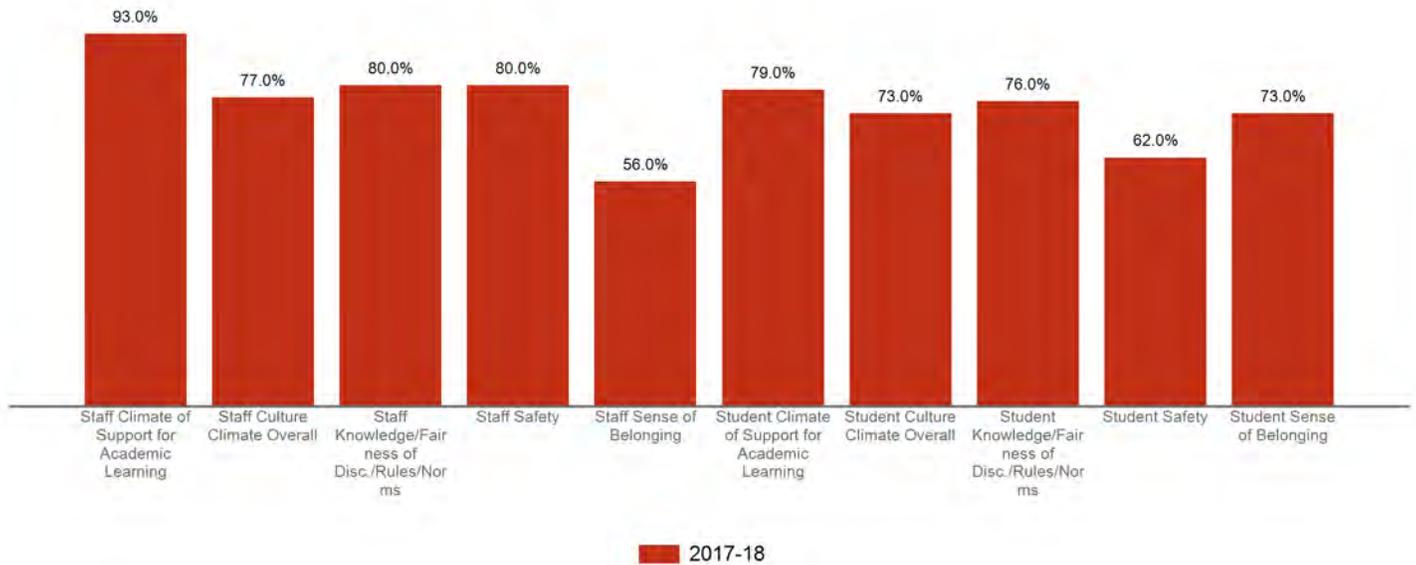


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.50 FTE Counselor To effectively support all Social Emotional components, programs and attendance at Birney, including student, staff and parent supports. Support and monitoring of SST process and assessments and surveys (ELPAC, SBAC, CORE). Support students, staff and families with IEP and SST processes. Collaborate with IOA for attendance goals, especially reduction of chronic absenteeism.		Counselor
2	.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.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

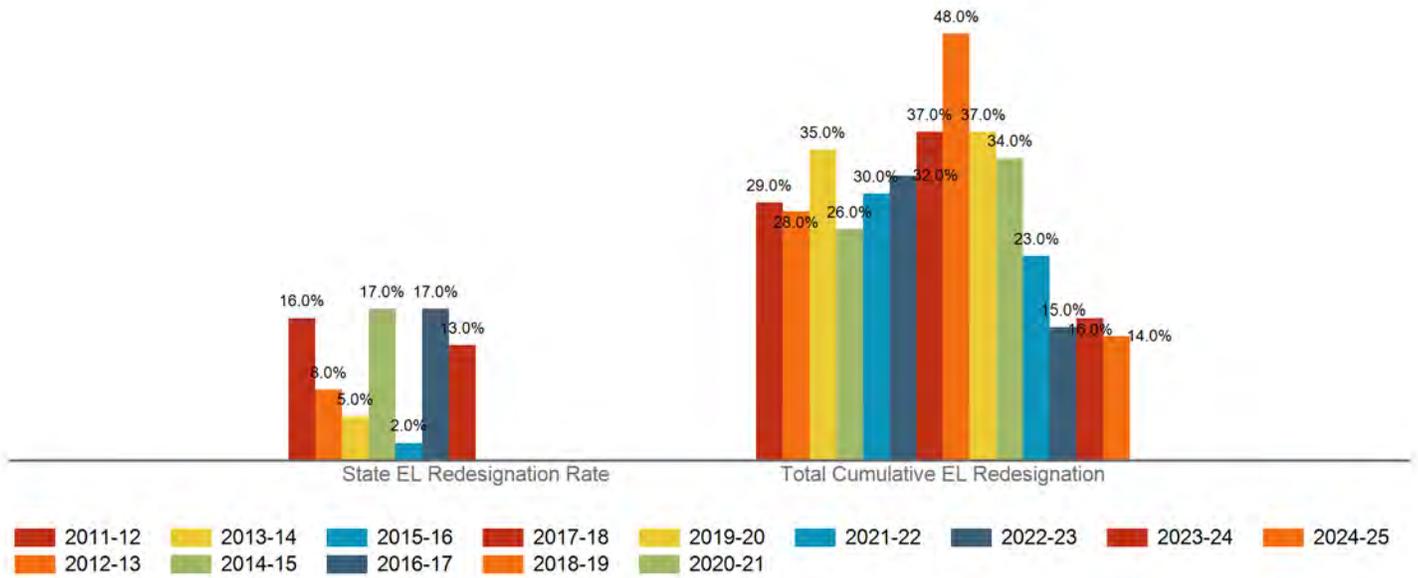
Goals	
Area	Description
Culture/Climate Goals	<p>By June 2024, attendance rates will increase by at least 5%. Counselor will be working directly with teachers and families to increase attendance rates.</p> <p>The Counselor and Intermediate Office Assistant (IOA) will also be working in collaboration 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 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.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.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.		Counselor
2	.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.		Intermediate Office Assistant
Total			

EL Reclassification

School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.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.		Counselor
Total			

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.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.	\$82,097	
2	.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.	\$45,186	
Total		\$127,283	

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.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.	\$82,097	
2	.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.	\$45,186	
Total		\$127,283	

All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	.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.	\$82,097	
2	.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.	\$45,186	
Total		\$127,283	



Alice M. Birney Elementary School
710 W. Spring St. Long Beach, CA 90806
Phone: (562) 427-8512 Fax: (562) 424-7619



Home-School Compact (Agreement) 2024-2025 **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 2024-2025

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 2024-2025, 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

Directora Fecha

10/17/2024

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

Katiria Hernandez, Principal
710 W. Spring St. Long Beach, CA 90806
Phone: (562) 427-8512 Fax: (562) 424-7619



Birney Elementary School Parental Involvement Guidelines 2024-2025

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 Monday, October 07, 2024 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, 2024. **Birney**, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Sophia Griffith

Signature of Principal

October 07, 2024

Date



Alice M. Birney Elementary School

Katiria Hernandez, Directora

710 W. Spring St. Long Beach, CA 90806

Phone: (562) 427-8512 Fax: (562) 424-7619



Pautas de Participación de los Padres de la Escuela Primaria Birney 2024-2025

Como escuela que recibe fondos del Título I, Parte A (Título I), **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:

- El sitio web del distrito, recursos: haga clic en “parent LBUUSD” en la barra superior para ParentVue
- 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 lunes, 07 de octubre del 2024 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 2024. **Birney**, cuando sea factible, proporcionará una copia de estas pautas a los padres en un idioma que los padres puedan entender.

Sophia Griffith

Firma del Director(a)

07 de Octubre de 2024

Fecha