



# **Birney Elementary**

School Plan for Student Achievement  
2025-2026

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

**The SPSA contains the following:**

**Needs Assessment-**

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

**Accountability Measure I: Increase Achievement-**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

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

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**DCAC Recommendations:**

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**DELAC Recommendations:**

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

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

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

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

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

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

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.  
California Education Code § 11503; 20 U.S.C. § 6318

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

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

This is a summary of some of the findings for English Language Arts (ELA) at Birney based on data analysis of the 2024-2025 School Year:

\*SBAC ELA - Reading acceleration for prior year not met - At least 3% more met Scale Score Targets

\*SBAC ELA Overall - At least 3% growth

\*SBAC ELA - Students with Disabilities - at Least 3% Growth

\*SBAC ELA - ELLs and RFEP - At least 3% growth

\*SBAC Exceeded iReady D3 - ELA Overall - At least 3% growth

\*FRSA Proficiency - End of Year ELLs - At least 3% growth

Note: SBAC is for students in Grades 3-5 only. FRSA (Foundational Reading Skills Assessment) is for students in Grades K-2 only.

Data review from the 2025 California Dashboard shows:

African American students were 39.3 points below standard, an increase of 26.3 points from the previous school year

ELs were 44 points below standard, an increase of 25.2 points

- Current ELs were 74 points below standard, an increase of 32.2 points

Hispanic students were 32.8 points below standard, an increase of 14.5 points

Socioeconomically Disadvantaged students were 31.4 points below standard, an increase of 5.7 points

A review of Birney's trend of students performance on the Distance From Standard from 2019 to 2025 shows an overall trend of being below proficient with the greatest distance in 2024.

### ELA Goals

Goal #1: Birney students will achieve one year of academic growth and students below grade level will demonstrate greater than one year of growth as indicated on iReady Growth Data.

Goal #2: By June 2026, 82% of Kindergarten through 2nd students will be met or exceeded on FRSA. (up from 78%)

Goal #3: By June 2026, 54% of 3rd-5th students will be met or exceeded on SBAC. (up from 45%)

iReady Data reviewed at the start of the 25-26 SY showed the following findings for D1 to D3:

- Overall growth went from 62% on track to 58% on track

- African Americans: 49% on track

- Hispanic: 60% on track

- ELs: 56% on track

- RFEPs: 67% on track
- SES: no data available to review

SBAC ELA data reviewed at the start of the 25-26 SY indicated the following:

- Overall: 45% met or exceeded the goal
- African American: 33% were at met or exceeded
- Hispanic: 40% were at met or exceeded
- ELs: 14% were at met or exceeded
- RFEP: 81% were at met or exceeded
- SES: no data available to review

FRSA data reviewed at the start of the 25-26 SY showed the following:

Overall: 78% were at met or exceeded  
African American: 67% were at met or exceeded  
Hispanic: 76% were at met or exceeded  
ELs: 67% were at met or exceeded  
RFEP: 100% were at met or exceeded  
SES: no data was available for review

ELA ACTION PLAN Summary:

Provide school wide ELA professional development that supports foundational reading skills (K-2 Daily Decoding Routine, 3- 5 Daily Linguistic Analysis Routine, K-5 Fluency Routine), data-driven small group instruction, and implementation of curriculum units that build knowledge, vocabulary and language. IIC and ELA lead to support instructional practices through teacher coaching cycles with student centered goals. Instructional leadership team to support ongoing formative assessment analysis by engaging teams with an established looking at student work protocol. Instructional leadership team to engage in ELA internal learning walks to determine PD next steps and differentiate grade level PDSA cycles of support. Instructional leadership team to review ongoing site qualitative and quantitative data to determine next steps.

ELA PROGRESS MONITORING PLAN Summary:

Student performance is reviewed on grade level release days, pupil free days, staff meetings, grade level meetings and District PD days. Student data reviewed: Quarterly FRSA, Fluency, ELA Performance Tasks, i-Ready Reading and ongoing data analysis of student work.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

This is a summary of some of the findings for Mathematics at Birney based on data analysis for the 2024-2025 School Year:

\*SBAC Math - ELLs and RFEP - At least 3% growth

\*Site Math Goal #2 was not met - By June 2025, 49% of 3rd-5th students will be met or exceeded on math SBAC (up from 39.8% previous year)

A review of the 2025 California Dashboard shows the following:

African American students were 46.2 points below standard, an increase of 22.3 points

ELs were 43.8 points below standard, an increase of 23 points

- Current ELs were 70 points below standard, an increase of 29.9 points

Hispanic students were 43.3 points below standard, an increase of 9.9 points

SED students were 35.5 points below standard, an increase of 5.7 points

Students with Disabilities were 108.5 points below standard, an increase of 12.6 points

A review of data from 2019 demonstrate an overall trend of students moving further way from the Standard

### Math Goals

Goal #1: Birney students will achieve one year of academic growth and students below grade level will demonstrate greater than one year of growth as indicated on iReady Growth Data.

Goal #2: By June 2026, 49% of 3rd-5th students will be met or exceeded on math SBAC. (up from 40%)

Goal #3: By March 2026, 42% of 1st-2nd grade students will be Early On and Mid/Above as measured by D3 iReady Math. (up from 33%)

iReady Math data reviewed at the start of the 25-26 SY showed the following from D1 to D3:

- Overall growth from D1 to D3 went from 56% to 59% of students on track
- African American - 61% on track
- Hispanic: 56% on track
- ELs: 58% on track
- RFEPs: 60% on track
- SES: No data was available for review

SBAC Math data reviewed at the start of the 25-26 SY showed the following:

- Overall: 40% were at met or exceeded
- African American: 27% were at met or exceeded
- Hispanic: 34% were at met or exceeded
- ELs: 20% were at met or exceeded
- RFEP: 90% were at met or exceeded
- SES: no data available for review

Math ACTION PLAN Summary:

Provide school wide professional development on inquiry based math instruction and daily number sense routines. IIC and math lead to support instructional practices through teacher coaching cycles with student centered goals. Instructional leadership team to support ongoing formative assessment analysis by engaging teams with an established looking at student work protocol. Instructional leadership team to engage in math internal learning walks to determine PD next steps and differentiate grade level PDSA cycles of support. Instructional leadership team to review ongoing site qualitative and quantitative data to determine next steps.

Math PROGRESS MONITORING PLAN Summary:

Student performance is reviewed on grade level release days, pupil free days, staff meetings, grade level meetings and District PD days. Student data reviewed: Quarterly math assessments, i-Ready Math and ongoing data analysis of student work.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

This is a summary of some of the findings for Birney's English Language Learners (ELLs) based on data analysis for the 2024-2025 school year:

\*ELLs and RFEP - At least 3% Growth in SBAC Math and SBAC ELA

\*End of year ELLs - at least 3 % growth in FRSA (Foundational Reading Skills Assessment) proficiency.

Data reviewed from the 2025 California Dashboard shows the following results:

ELA - ELs were 44 points below standard, an increase of 25.2 points

Mathematics - ELs were 43.8 points below standard, an increase of 23 points

EL Progress - 19.1% made progress by at least 1 ELPI level, 45.6% declined by at least one ELPI level, 35.3%% maintained ELPLI levels 1, 2L, 2H, 3L, 3H

100% of EL students progressed on the Summative Alternative ELPAC

### English Learner Goals

By June 2026, the achievement gap with English Language Learners will decrease by at least 5%.

\*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 2025, February 2026, April 2026. Principal and Instructional Team will support teachers with analyzing data, revising their action plans and determining next steps for instruction, intervention and acceleration.

Data reviewed at the start of the 25-26 SY showed EL's performing as follows:

iReady ELA: - ELs: 56% on track, RFEPs: 67% on track

SBAC: ELs: 14% were at met or exceeded

FRSA : ELs: 67% were at met or exceeded

iReady Math: - ELs: 58% on track

SBAC Math: - ELs: 20% were at met or exceeded

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

This is a summary of some of the findings for the Culture/Climate at Birney for the 2024-2025 School Year:

\*Chronic Absenteeism decreased at least 0.4 %

\*Received silver recognition by state of California for PBIS (Positive Behavioral Interventions and Supports) Implementation.

\*Pulse Spring Survey - Agency increased 1% (79% favorable), Identity decreased 2% (80% favorable), Belonging increased 2% (77 % favorable)

Based on the data reviewed from the 2025 California Dashboard:

African Americans were 25.7% chronically absent, an increase of 4.3%

English Learners were 36.1% chronically absent, an increase of 3.5%

SED students were 33% chronically absent, a decline of 0.5%

Students with Disabilities were 31.1% chronically absent, a decline of 3.6%

Hispanic students were 31% chronically absent, a decline of 3.4%

Homeless students were 18.6% chronically absent, a decline of 7.6%

Fall 2025 Student Pulse Survey Results indicate

Identity was 71% favorable, a decrease of 2 points

Belonging was 64% favorable, a decrease of 2 points

Agency was 61% favorable, a decrease of 3 points

### Culture/Climate Goals

By June 2026, 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: Incorporate 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 all stakeholders.

\*Progress Monitoring: November 2025, February 2026, April 2026. Principal, Counselor and SEL TOSA will analyze data alongside teachers and provide support with next steps.

## 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) 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.</p> <p>By June 2025, 80% of K-2 students will be met or exceeded on the Foundational Reading Skills Assessment (FRSA).</p> <p>By June 2025, 48% of students in grades 3-5 will be met or exceeded on the ELA SBAC.</p> <p>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</p>	Goal Partially or Not Met	<p>Data collected from SY 24-25 showed the following results:</p> <p>ELA Goal #1: (students will achieve one year of academic growth and students below grade level will demonstrate greater than one year of growth)</p> <p>iReady ELA Growth for the Site showed from D1 to D2</p> <ul style="list-style-type: none"> <li>- 62% were on track (240 students)</li> <li>- 10% were approaching (37 students)</li> <li>- 7% were low growth (27 students)</li> <li>- 21% showed no growth (81 students)</li> </ul> <p>in D3,</p> <ul style="list-style-type: none"> <li>- 58% of the school was on track (222 students - a decrease of 4%)</li> <li>- 15% were approaching (57</li> </ul>	Additional coaching and support, as well as targeted feedback from Instructional Leadership Team (to include IIC, Math & ELA Leads and Principal). Peer-to-peer observations via Release Days.

	<p>instruction based on data; clearly communicate daily learning intentions; grade level planning and data analysis; site and district professional development; targeted small group instruction</p> <p>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</p> <p>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)</p>		<p>students - an increase of 5%)  - 15 % showed low growth (56 students - an increase of 8%)  - 13% showed no growth (51 students - a decrease of 8%)  GOAL NOT MET</p> <p>ELA Goal #2: (80% of K-2 students will be met or exceeded on the FRSA)  Data collected from SY 24-25 FRSA data showed :  Sitewide, 78% met or exceeded the goal. GOAL NOT MET.</p> <p>ELA Goal #3: (48% of students in grades 3-5 will be met or exceeded on the ELA SBAC)  Data from ELA SBAC SY 24-25 showed:  Sitewide - 45% met or exceeded the goal on SBAC. GOAL NOT MET.</p>	
Math	<p>1) 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</p>	Goal Partially or Not Met	<p>Data collected from sY 24-25 showed the following results.</p> <p>Math goal #1: (Birney students will achieve one year of academic growth and students below grade level will demonstrate greater than one year of growth as indicated on</p>	<p>Additional coaching and support, as well as targeted feedback from Instructional Leadership Team (to include IIC, Math &amp; ELA Leads and Principal). Peer-to-peer observations via Release Days.</p>

Data.

By June 2025, 49% of students in grades 3-5 will be 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

(iReady Growth Data)  
iReady Math Growth data by Site showed  
from D1-D2

- 56% were on track (216 students)
- 14% were approaching (54 students)
- 9% showed low growth (36 students)
- 21% showed no growth (79 students)

From D1-D3

- 59% were approaching (225 students - 3% increase)
- 15% were approaching (59 students - 1% increase)
- 15% showed low growth (57 students - 6% increase)
- 11% showed no growth (43 students - 9% decrease)

GOAL NOT MET

Math Goal #2 (49% of students in grades 3-5 will be met or exceeded on the Mathematics SBAC)

A review of SBAC data from SY 24-25 showed the following:  
40% of students were met or exceeded on SBAC mathematics.  
GOAL NOT MET

(Principal and IIC will support teachers with analyzing data, revising their action plans and determining next steps for instruction, intervention and acceleration)			
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<p>English Learner</p>	<p>1) By June 2025, the achievement gap with English Language Learners will decrease by at least 10%.</p> <p>Action Plan: Adhere to English Language Arts and Mathematics Action Plans, while implementing integrated ELD and 30 minutes of designated ELD each day</p> <p>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)</p>	<p>Goal Partially or Not Met</p>	<p>Based on the data reviewed, ELLs performed as the following:</p> <p>FRSA</p> <ul style="list-style-type: none"> <li>- ELLs were 67% met or exceeded</li> <li>- 13% nearly met</li> <li>- 21% not met</li> </ul> <p>iReady ELA Growth Data D1 to D3</p> <ul style="list-style-type: none"> <li>- 38 % on track (6 students)</li> <li>- 19% approaching (3 students)</li> <li>- 19% low growth (3 students)</li> <li>- 25% no growth (4 students)</li> </ul> <p>iReady Math Growth D1 to D3</p> <ul style="list-style-type: none"> <li>- 58% on track (25 students)</li> <li>- 16% approaching (7 students)</li> <li>- 21% low growth (9 students)</li> <li>- 5% no growth (2 students)</li> </ul> <p>SBAC ELA Data</p> <ul style="list-style-type: none"> <li>- 7% Exceeded</li> <li>- 7% Met</li> <li>- 29% Nearly Met</li> <li>- 57% not met</li> </ul> <p>SBAC Math Data</p> <ul style="list-style-type: none"> <li>- 7% exceeded</li> <li>- 13% met</li> <li>- 20% nearly met</li> <li>- 60% not meet</li> </ul>	<p>Additional coaching and support, as well as targeted feedback from Instructional Leadership Team (to include IIC, Math &amp; ELA Leads and Principal). Peer-to-peer observations via Release Days. Ongoing EL PD and EL specific data analysis.</p>
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<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
Culture/Climate	<p>1) 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.</p> <p>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</p> <p>Progress Monitoring: November 2024, February 2025, April 2025</p>	Goal Partially or Not Met	<p>Based on the Spring Pulse Data, Birney Agency went up from 78% to 79%</p> <p>Identity went down from 82% to 80%</p> <p>Sense of Belonging increased from 75% to 77%</p> <p>Areas of growth included students feeling safe on campus and students being respectful to adults and other students.</p>	Student referrals to new Care Center for additional SEL supports with Care Center Psychologist. Counselor and SEL TOSA to provide small group sessions based on Pulse and Core Survey Data. Small group support through Sankofa for African American Students.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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 for instruction and SEL support. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Recreation Aide Support (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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 worksop materials. (SM 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
.1 FTE Psychologist to effectively support all SEL components of programs at 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% (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
.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% (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

## 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"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<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>

- 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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; 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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, 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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: 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
Tier 1 Behavioral Supports and Strategies Student Centered Classroom Management PBIS Reinforcement Culture-Climate Survey (Student-Staff) 30, Core Curriculum 30, Other 40	The Registered Behavior Technician (RBT) provides targeted, data-driven behavioral support aligned with student Behavior Intervention Plans (BIPs). Key responsibilities include implementing individualized and small-group interventions, collecting and analyzing data to inform decisions and collaborating with teachers and site teams to adjust strategies. RBT's model effective classroom management, reinforcement systems and de-escalation techniques to promote consistent practices across	All Students	Title 1 \$18,275 Services - Title 1 100%	11/07/2025 - 03/31/2026 Daily	RBT Assigned by agency; overseen by supervisor Principal	Weekly or Bi-Weekly with RBTs Supervisor Weekly or Daily (as needed) with RBT and Teachers Culture-Climate Survey (Student-Staff) 30, Core Curriculum 30, Other 40

<p>settings. They contribute to Multi-Tiered Systems of Support (MTSS) through participation in SST meetings, tiered intervention planning and progress monitoring. In addition, RBTs respond to behavioral crises, ensuring safety and smooth transitions back to learning.</p>					
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<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
SEL Teaching and Learning MTSS Support Teacher and Student Support SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Culture-Climate Survey (Student-Staff) 20	.1 FTE Psychologist to effectively support all SEL components of programs at Birney, with a focus on our Special Education community and classes. Support staff, students and families in the 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.	African-American, All Parents, All Staff, All Students, English Learners, Identified At-Risk Students, Other Targeted Students, Special Education	Par Inv \$2,309 LCFF \$16,936 Psychologist .1 FTE - LCFF 88%; Par Inv 12%	08/22/2025 - 06/19/2026 Weekly	Principal	Assessment Referral Data Case Management SST Referral Data SPED Data Classroom Observation Fidelity of Implementation of BIPs SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Culture-Climate Survey (Student-Staff) 20

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
SEL for all students, staff and families will continue to be a need and priority to support overall student achievement. Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40	.5 FTE Facilitator to support site's SEL focus and goals, PBIS planning and implementation, additional support to all teachers, students, and families. 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 \$95,844 Program Facilitator .5 FTE - Title 1 100%	08/15/2025 - 06/19/2026 Daily	Principal	SEL formative and summative data, CORE Survey, Pulse Survey, PBIS monitoring Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$72,067 Teacher - Elementary .4 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Weekly	VAPA Teacher	Students Other 100

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<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**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
<p>No supplemental budgeted items have been approved.</p>					

### **Accountability Measure 3: Professional Development**

<b>Professional Development</b>

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
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No supplemental budgeted items have been approved.

### Describe Teacher Involvement

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

PBIS/Culture Climate Team- Reviews current systems and resources to ensure student SEL needs are met and physical safety at school is a priority. Will include review of safety & emergency preparedness and proactive positive behavior strategies. Collaborates and receives input from stakeholders for continuous improvement.

-Instructional Leadership Team (ILT) - includes Principal, Intervention Coordinator (IIC), Leads in ELA & Math, collaborate to plan and lead professional development opportunities for staff.

-Teachers participate in ongoing Professional Development for Quality Core Instruction (QCI)

-Teachers participate in SSTs and IEPs to look at students who are having difficulty in class to ensure proper and proactive interventions, as well as provided individualized instruction based on goals.

-Teachers participate in regular grade level, curriculum planning and staff meetings/PD.

-Teachers representation on School Site Council, PTA and other committees, including Parent Involvement

-Grade level and special education representation on Leadership/Shared Decision Making Team.

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

### 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)	170231
Title I Parent and Family Involvement (3008)	3527

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	50960

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

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

#### **Parent Involvement** (additional funds beyond the required 1%)

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

#### **Homeless Education**

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

#### **Research/TISB LROIX Development**

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

#### **Program Administration and Personnel to provide leadership:**

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

### **Centralized Services**

#### **Elementary CARE and Support Centers** (formerly known as Family Resource Centers)

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

## **Assistance to Schools**

### **Counselors**

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

### **Facilitators**

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

### **Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

### **Foster Youth Transportation**

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

### **Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Katiria Hernandez	06-30-2027
Staff	Classroom Teacher	Tina Clayton	06-30-2026
Staff	Classroom Teacher	Ann Marie Salvador	06-30-2026
Staff	Classroom Teacher	Gladys Cortez	06-30-2027
Staff	Other School Personnel	Monica Arce	06-30-2026
Community	Parent/Community Member	████████ Almodovar	06-30-2026
Community	Parent/Community Member	████████ Bolt	06-30-2026
Community	Parent/Community Member	████████ Cardenas	06-30-2027
Community	Parent/Community Member	████████ Davis	06-30-2026
Community	Parent/Community Member	████████ Yep	06-30-2027

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Gomez
DELAC Representative	Parent of EL Student (required)	████████ Reyes
Principal or Designee	Staff Member (required)	Monica Arce
Secretary	Staff Member (required)	Michelle Velazquez

Name	Representing
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## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/19/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Bringing back the after school homework support or tutoring Parent workshops on ways to support their children’s learning Changing the ELAC meetings to 5 PM for better parent engagement
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 Reclassification Data Language Census Data Other: Cross sectional analysis of student performance on i-Ready, ELPAC and FRSA for those students that anticipated in the Homework Support.
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/24/2025

Question	Answer
6. What was SSC's response to ELAC recommendations?	The SSC met on 10/8/25 and choose to wait to vote until data could be reviewed on the impact of the EL homework intervention from 2024-2025. Intervention data was reviewed and discussed on 11/13/25. SSC agreed to budget item for an after school intervention, but further input from teachers and ELAC was needed on exact structure to maximize student impact on student achievement. Additional input to be discussed at December SSC Meeting.

## Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 09/24/2025
2. SSC approved the **Home-School Compact** on 09/24/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/24/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 10/08/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/12/2025
6. The SPSA was approved at its meeting on 11/12/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



**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) 2025-2026** **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

**As teacher,** I understand the importance of the school experience to every student, and my role as a teacher and model for each student.

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

- ❖ Explain my expectations, instructional goals and grading system to students and parent(s)/guardian(s)
- ❖ Explain the School Rules and the Long Beach Unified School District Discipline Policy to the student and his/her parent(s)/guardian(s), if requested
- ❖ Provide motivating and interesting learning experiences in my classroom
- ❖ Communicate and cooperate with each parent to ensure the best education possible
- ❖ Find out what techniques and materials work for each student
- ❖ Provide opportunity for the students to use technology and other resources
- ❖ Actively support the PTA by becoming a member and helping out whenever possible
- ❖ Create and sustain a safe, nurturing and inclusive environment with high and individualized expectations

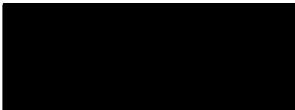
**As principal,** it is important to me that all students be successful learners. I also understand that educating your child is a cooperative partnership between home and school.

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

- ❖ Create a welcoming environment for students, parents, staff and the community
- ❖ Communicate to students, parents and staff the school's mission, goals, and objectives
- ❖ Ensure a safe, orderly and inclusive learning environment
- ❖ Invite active parent participation by providing opportunities for the school, staff, and parents to work together on an ongoing basis to ensure the success of all students
- ❖ Act as the instructional leader by supporting teachers in their classrooms
- ❖ Provide appropriate professional development opportunities for teachers
- ❖ Actively support the PTA

*Disclaimer: With schooling continuing to be in-person, some home-school communication, student progress, and assignments will continue to be provided via the learning management system (LMS) as well as via other virtual means for items such as flyers and signatures, including but not limited to Google applications and School Messenger. For the 2025-2026 school year, the LMS continues to be Canvas.*

**MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS CONTRACT/AGREEMENT.**

_____	_____	_____	_____
Student Signature	Date	Parent/Guardian Signature	Date
_____	_____		9/24/25
Teacher Signature	Date	Katrina Hernandez, Principal	Date

**Teacher: Parent/guardian, student, and you sign this document. Send a copy home and keep the original for your records**



**Alice M. Birney Elementary School**  
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## **Acuerdo Entre el Hogar y La Escuela 2025-2026** **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	9/24/25 Fecha

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



# Birney Elementary School

## Family Involvement Guidelines



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

### **PART I**

Birney Elementary agrees to implement the following requirements:

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

### **PART II**

#### **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

1. Birney Elementary will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Attendance at one of the district trainings or school site training. Topics include:
    - i. Responsibilities & Roles of SSC and its members
    - ii. Composition of SSCs
    - iii. Budgetary considerations
    - iv. Single Plan for Student Achievement
    - v. Role of ELAC and other advisory committees
  - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
    - i. Invite other families and stakeholders to attend the meeting
    - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
  - At Meeting
    - i. Review School Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
    - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions

2. Birney Elementary will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
  - At a SSC & ELAC meeting
  - Section of Newsletter
  - Annual Title I Meeting
  - Main Office Counter
  - Back to School Night
3. Birney Elementary will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
  - At SSC and ELAC meetings
  - Family information meetings
  - School Site Council must vote to approve the guidelines
4. Birney Elementary will convene an Annual Title I Public Meeting to inform families of the following:
  - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
  - Hold a flexible number of meetings at varying times
  - Notifications/fliers sent home in language families can understand
  - Announcement made on school marquee, through SchoolMessenger and Canvas
  - Child care provided
5. Birney Elementary will provide updated information to families about Title I programs throughout the school year:
  - Section of Newsletter
  - On Main Office Counter
  - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Birney Elementary will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Birney Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
  - Family workshops; Family surveys
  - Principal chats
  - In school newsletters
  - Back-to-School night /Open House
  - At SSC & ELAC meetings
7. Birney Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
  - Coordination of Transitional Kindergarten at selected sites
  - Promotion/advertisement of the District's Kindergarten festivals
8. Birney Elementary will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
  - At School site council meetings

### **PART III**

### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Birney Elementary will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
  - District trainings offered for families and staff
  - Family education workshops on site
  - Family-Teacher Conferences
  - Family Workshops posted on district website
  - DCAC, DELAC and other district family forums/meetings
  - District website resources: click "P" for Parent University
2. Birney Elementary will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
  - Outlines shared responsibility of home, school and student in academic achievement
  - Developed, discussed and reviewed at first SSC and ELAC meetings
  - School site council must vote to approve compact
  - The compact will be sent home with each student and posted in the parent newsletter.
3. Birney Elementary will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
  - the state's academic content standards
  - the state and local academic assessments including alternate assessments
4. Birney Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
  - Family Workshops as identified as needed by parents
5. Birney Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
  - Teacher/Staff In-services through staff professional development.
6. Birney Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
  - Bilingual staff or the Bilingual Office will be doing the translations of written materials/notifications that are sent to families

#### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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

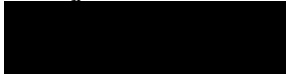
- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;

- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

\* \* \* \* \*

**PART V**  
**ADOPTION**

Birney Elementary’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 09/24/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/06/2025. Birney Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

  
\_\_\_\_\_  
Signature of Principal  
9/24/25  
\_\_\_\_\_  
Date



## Birney Elementary

# Guía de Participación Escolar para las Familias

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

### **PARTE I**

La Birney Elementary está de acuerdo en implementar los siguientes requisitos:

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

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

1. La Birney Elementary tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
    - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestarias
    - iv. Plan Único para el Rendimiento Estudiantil
    - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
  - Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
    - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
    - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.

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

8. La Birney Elementary entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
  - En las reuniones del Concilio del Plantel Escolar

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

1. La Birney Elementary construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
  - Talleres ofrecidos por el Distrito para las familias y el personal escolar
  - Talleres educativos para la familia en el plantel escolar
  - Conferencias Entre Familias y Maestros
  - Talleres para la familia publicadas en la página del Internet del Distrito
  - DCAC, DELAC y otros foros/reuniones para las familias del distrito
  - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La Birney Elementary incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
  - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
  - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
  - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
  - El compacto se enviará a casa con cada estudiante y se publicará en el boletín para padres.
3. La Birney Elementary, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
  - las normas del contenido académico del Estado
  - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Birney Elementary, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
  - Talleres para las familias según lo identificado como necesario por los padres
5. La Birney Elementary, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
  - Talleres para maestros y miembros del personal a través del desarrollo profesional del personal.
6. La Birney Elementary, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
  - Personal bilingüe o la Oficina Bilingüe hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

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

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad


de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

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

\* \* \* \* \*

**PARTE V: ADOPCIÓN**

Esta Guía de Participación Birney Elementary para las Familias se ha desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el [09/24/2025](#) y estará vigente por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el [10/06/2025](#) o antes. La Birney Elementary, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

  
\_\_\_\_\_  
Firma del Director(a)

9/24/25  
\_\_\_\_\_  
Fecha