



Bryant 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

FRSA

Kinder

Bryant

All students

75%

African American/Black

50%

ELL students

74%

1st Grade

All students

60%

African American/Black

63%

ELL students

63%

2nd Grade

All students

69%

African American/Black

64%

ELL students

72%

ELA -SBAC

Met/Exceeded

All students 48%

3rd	41%
4th	48%
5th	56%
AA/Black	27%
ELL	4%
Low SES	42%
Students with Disabilities	- 11%
Hispanic	- 48%

ELA Goals

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 41% in June 2025 to 56% by June 2026.

By June 2026, 78% of students in grades K-2 will meet or exceed on the Spring foundational reading skills assessment from 68% in June 2025.

By June 2026, 67% of students in grade 1-3 will meet or exceed on the Spring fluency assessment from 48% in June 2025.

By June 2026, 66% of students in grades 1-3 will be at or above grade Level on i-Ready Reading Diagnostic 3 assessment, from 45% in March 2025.

The percentage of students in Grades 4-5 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 35% in June 2025 to 43% in June 2026.

By June 2026, 36% of students in grades 4-8 who were “Not Met” achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 35% in June 2025.

By June 2026, 24% of students in grades 4 & 5 who were “Not Met” achievement level on the prior year SBAC ELA will meet or exceed on the fluency assessment, up from 14% in June 2025.

Our focus this year will be to continue providing Quality Core Instruction to our students with differentiated instruction in small groups utilizing ELA data such as FRSA, i-Ready assessments, and daily formative assessments. Our Internal Leadership Team (ILT) will support accelerating student progress especially for those students from our identified subgroups needing the additional support through in-class push-in support and feedback.

Through data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered throughout the year.

Comprehensive Needs Assessment: Mathematics

Math Findings

I-Ready

1-2

41 % scored early on or mid above their grade level on diagnostic 3

65% AA students scored early on or mid above their grade level on diagnostic 3

9% Multilingual students scored early on or mid above their grade level on diagnostic 3

3-5

46% scored early on or mid above their grade level on diagnostic 3

33% AA students scored early on or mid above their grade level on diagnostic 3

9% Multilingual students scored early on or mid above their grade level on diagnostic 3

SBAC

3-5

3rd - 38%

4th - 41%

5th - 42%

ALL - 40 %

AA - 15%

EL - 11%

Hispanic- 39%

SWD - 9%

Low SES- 34%

Math Goals

46% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2026, up from 41% in March 2025.

50% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2026, up from 46% in March 2025.

By June 2026, 45% of 3-5 students will score Met/Exceeded on SBAC, up from 40% in June 2025.

Our focus this year will continue to provide our students with Quality Core Instruction in math by providing opportunities for academic discourse in Math and collaborative group work through math performance tasks. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.

Through data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments throughout the school year.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELPI- 37.5% made progress

Redesignation- 33%

English Language Arts: ELL

Foundational Reading Skills Assessment (FRSA)

K - 74%

1st- 63%

2nd- 72%

SBAC ELA

ELL- 29%

Math: ELL

i-Ready

k-2- 12%

3-5- 23%

SBAC Math

ELL - 3%

English Learner Goals

45% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 37.5% as of June 2024

ELA
85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024

ELA 39 % of 3-5 students will score Met/Exceeded on SBAC, up from 29%

MATH
23% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 12% in March 2024.

By June 2025 14% more multilingual EL learners will score “Met” or “Exceeded” on the SBAC ELA compared to the prior academic year of 3%.

We will continue to provide our ELL students with quality core instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional development topics will include, but not limited to the new ELLevation Platform, understanding the ELPAC, and the ELD standards. It will also include opportunities for teachers to participate in peer observations and walkthroughs. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered quarterly.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The following data from the 24-25 school year serves as indicators of progress in establishing a positive learning climate for all students at Bryant Elementary.

The following are the results according to the Bryant At-Promise attendance report:

African American Students had an attendance rate of 92.0% (increased)
Asian students had an attendance rate of 92.3% (maintained)
English Language Learners had an attendance rate of 91.6% (maintained)
Hispanic students had an attendance rate of 91.2% (increased.)
Special Education students had an attendance rate of 90.8% (maintained.)
Foster care had an attendance rate of 82.9% (slight increase.)

Bryant had an overall attendance in 2024-25 of 91.6% which is the same as the previous school year but our chronic absenteeism increased by 2%.

African American, ELL, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroup experienced a 1%-3.1% increase in chronic absenteeism.

The 2025 Spring Pulse Survey results show 75% of 4/5 graders felt they had a strong sense of Agency, 74% favorable answers in Belonging, and 75% in Identity. All decreased from the previous year, 2024 Spring Pulse Survey. Our African American/Black students rated higher in all three categories than all students.

According to the 2025 Dashboard, the suspension rates are as follows:

All students: +0.6% to 2.5%
Socioeconomically Disadvantaged: +0.6 to 2.3%
Students with Disabilities: -0.2% to 3.9%
Hispanic: +0.7 to 1.9%

According to the 2025 Dashboard, the chronic absenteeism rates are as follows:

All student: +2.0 to 33.3%
English Learners: +3.1 to 33.3%
Socioeconomically Disadvantaged: +1.0 to 38%
Students with Disabilities: +2.6 to 39.8%
Hispanic: +1.3 to 35.8%
Asian: 34.8%

Culture/Climate Goals

Bryant will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing, establishing, and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices (Harmony Tier 1) of Meet up and Buddy up. Student of the Month lessons focus on CASEL's 5 Competencies at all grade levels. In doing so, Bryant will increase the percentage of positive responses regarding identity and belonging, and agency on the next pulse survey in grades 4/5. In addition, part of the intended result will include a decrease in absences and chronic absenteeism.

-All three categories will increase on the 2026 Spring Pulse Survey.

-Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2026 on the Pulse Survey.

-The counselor will work with teachers to identify our African American, ELL, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities and collaborate with their families to improve attendance. We will also implement a reward structure for students with 95% attendance and higher to incentivize coming to school everyday on time.

By emphasizing the development of our students' personal identity, sense of belonging, and agency, while also implementing key elements of Positive Behavior Interventions and Supports (PBIS), we anticipate a reduction in overall suspensions as well as suspensions among our identified subgroups.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 85% of K-2nd grade students	Goal Partially or	ELA	This school year, our focus is on delivering

will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024 including our AA/Black and multilingual EL learners.

By June 2025, the percentage of 3rd, 4th, and 5th graders scoring "Met" or "Exceeded" on the SBAC ELA assessment will increase by 5%.

By June 2025, 11% more AA/Black students, 10% more multilingual EL learners, and 10% Students with disabilities will score "Met" or "Exceeded" on the SBAC ELA compared to the prior academic year.

Our focus this year will be to continue providing Quality Core Instruction to our students with differentiated instruction in small groups utilizing ELA data such as FRSA, i-Ready assessments, and daily formative assessments. Our Internal Leadership Team (ILT) will support accelerating student progress especially for those students from our identified subgroups needing the additional support through in-class push-in

Not Met

K-2 FRSA - NOT MET
67%

AA- 61% - up 2 %

EL - 70% MET

SBAC -NOT MET

48%- 1% increase

AA- 27 %- 3% increase

EL- 4 % - 25% decrease

SWD- 11%- 1% increase

rigorous, standards-aligned instruction that is driven by data. Every classroom will provide high-quality core instruction, with specific priorities at each grade level. In TK–2nd grade, teachers will implement a daily decoding routine grounded in our Getting Reading Right training. In 3rd–5th grade, classrooms will incorporate a daily language routine to strengthen literacy in the upper grades. Additionally, all 1st–5th grade classrooms will implement a fluency routine. To further support early literacy, Bryant is partnering with an outside tutoring agency to provide additional targeted support for students in Kindergarten and 1st grade.

Throughout the year, during quarterly data meetings and collaborative data studies, staff will review and analyze student performance on district assessments and adjust instructional action plans based on these outcomes.

	<p>support and feedback.</p> <p>Through data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>			
Math	<p>1) 40% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 34% in March 2024.</p> <p>48% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 38% in March 2024.</p> <p>Math: 41% of 3-5 students will score Met/Exceeded on SBAC, up from 35%.</p> <p>By June 2025, 9% more AA/Black students and 14% more multilingual EL learners will score "Met" or "Exceeded" on the SBAC ELA compared to the prior academic year.</p> <p>Our focus this year will continue</p>	Goal Partially or Not Met	<p>I-Ready 1-2 - MET 41 % scored early on or mid above their grade level on diagnostic 3 - 65% AA students scored early on or mid above their grade level on diagnostic 3 9% Multilingual students scored early on or mid above their grade level on diagnostic 3</p> <p>3-5 - NOT MET by 2% 46% scored early on or mid above their grade level on diagnostic 3 33% AA students scored early on or mid above their grade level on diagnostic 3 9% Multilingual students scored early on or mid above their grade level on diagnostic 3</p> <p>SBAC ALL- 40%- 5 % increase NOT MET by 1%</p>	<p>Our focus this year will continue to provide our students with quality core instruction in math by providing opportunities for academic discourse in Math and collaborative group inquiry work that is in alignment with our district QCI initiatives. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.</p> <p>Through quarterly data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>

	<p>to provide our students with Quality Core Instruction in math by providing opportunities for academic discourse in Math and collaborative group work through math performance tasks. We will also provide supplemental instruction in math in support of accelerating identified students in our subgroup who need additional support.</p> <p>Through data meetings and collaborative data studies, staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.</p>		<p>AA- 15 % - 9% decrease NOT MET</p> <p>EL- 11%- 11% increase MET</p>	
English Learner	<p>1) 45% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 37.5% as of June 2024</p> <p>ELA 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024</p>	Goal Partially or Not Met	<p>ELPI- 46.3% increased by 8% -Met</p> <p>Redesignation- 33% from 18%</p> <p>FRSA - 70% up from 67%</p> <p>ELA SBAC- 4 % - 25% decrease</p> <p>MATH SBAC- EL- 11% up from 0%</p> <p>I-READ MATH - 9% down from 25%</p>	<p>We will continue to provide our ELL students with quality core instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional development topics will include, but not limited to the new ELlevation Platform, understanding the ELPAC, and the ELD standards. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust</p>

ELA 39 % of 3-5 students will score Met/Exceeded on SBAC, up from 29%

MATH

23% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 12% in March 2024.

By June 2025 14% more multilingual EL learners will score “Met” or “Exceeded” on the SBAC ELA compared to the prior academic year of 3%.

We will continue to provide our ELL students with quality core instruction in ELA and Math by providing opportunities for small group instruction in Math and ELA, in addition to providing our students collaborative group work through rigorous tasks. Our professional development will continue to be providing our teachers with resources and time to explore platforms for supporting our ELL's. These resources and professional

action plans based on student outcome data on the district assessments administered three times per year.

	development topics will include, but not limited to the new ELLevation Platform, understanding the ELPAC, and the ELD standards. It will also include opportunities for teachers to participate in peer observations and walkthroughs. Progress monitoring will include quarterly data meetings and sessions where staff will review, analyze, and adjust action plans based on student outcome data on the district assessments administered three times per year.			
Culture/Climate	1) Bryant will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing, establishing, and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices (Harmony Tier 1) of Meet up and Buddy up. Student of the Month lessons focus on CASEL's 5 Competencies at all grade levels. In doing so, Bryant will increase the percentage of positive responses regarding identity and	Goal Partially or Not Met	Agency increased , identity stayed the same, sense of belonging increased. . AA- agency higher than overall , identity higher, belonging 2 % lower- overall 74% AA 72%. Attendance overall was the same 91.6%, Chronic absenteeism went up for our Asian American population.	Our teachers will continue to implement Harmony strategies such as daily circle ups, meet ups, and buddy ups to increase their sense of belonging at school. In collaboration with an All-In Attendance Support Personnel, our Counselor, Intermediate Office Assistant (IOA) and Office Supervisor will support students and their families with reducing chronic absenteeism for identified students. Schoolwide incentive programs will be implemented each QW. Recognitions will also be made for students who are demonstrating improvement in their attendance each month. Attendance will be monitored by teachers, the IOA, and the Counselor on a regular basis, especially for consecutive absences. In

belonging, and agency on the next pulse survey in grades 4/5. In addition, part of the intended result will include a decrease in absences and chronic absenteeism.

-All three categories will increase on the 2025 Spring Pulse Survey.

-Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

-The counselor will identify Asian American students who are chronically absent and collaborate with their families to improve attendance. Given the significant reduction in chronic absenteeism among our Students with Disabilities and Black/African American students, we will continue our efforts with these families and students while closely monitoring their attendance.

-Since suspension rates for our Black/African American students

collaboration with the All-In support personnel, the counselor and support staff will conduct home visits as needed and offer community resources identified by the families.

have decreased, we will continue implementing supportive behavioral interventions and alternative strategies while closely monitoring this subgroup.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The Bryant School Site Council, in conjunction with the stakeholders including staff and families, voted to increase the hours of the Health Assistant to 0.6 FTE by supplementing the 0.475 FTE with an additional 0.125 FTE. This additional Health Assistant time will address Bryant's mission to maximize the health and safety for all students and staff. Title 1 duties include, but are not limited to, the following: providing supplemental health information: cough, diarrhea, pink eye, etc; and researching community resources to help parents obtain appointments for medical, dental or vision services. (IN 3)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
Bryant is allotted supplemental funding to support student safety and well-being by staffing recreation aides to supervise students on campus before school, during lunch, and after school. In addition, our recreation aides will support our kindergarten program and other schoolwide events to support parent involvement. (IN 4)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful
Purchase supplies, materials, and technology to support parent engagement and family events, or parent trainings and/or workshops. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
20% additional psychologist time to assist with identifying, assessing, and supporting the academic and social emotional well being of students and families. (IN 1)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful
Ground Education will provide Garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each class at Bryant for one hour each month. Ground Education will also provide extension lessons and support for teachers to utilize throughout the month. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Instructional and office supplies in support of schoolwide programs (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
18 hours weekly of college aide support to push in and assist teachers and staff with promoting academic and social emotional growth of students in both the tier 1 and tier 2 setting. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Bryant Teachers will collectively plan lessons and rigorous learning activities and tasks for students utilizing the LBUSD Core Curriculum Guides for ELA and Math by attending release days which will also include, but not limited to establishing common instructional practices, tasks, and participating in peer observations to increase teacher collective efficacy. Teachers will also utilize this time for ongoing progress monitoring and analyzing school, grade level, and individual student achievement data. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Student planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide parents/families with support through workshops, newsletters/flyers, and translation services during family/parent meetings. Offer parent/family workshops in the English Language Arts and Mathematics to increase the home school connection and family engagement. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Bryant Teachers will engage in the SST process 3x per year during a release time to be provided by a roving substitute teacher to discuss student progress, current interventions, and next steps to support student achievement. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Students will receive Tier II intervention via tutoring (before and/or after school) in Foundational Reading Skills, ELA, Language Development and/or Math. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade 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"> • 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 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"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<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
Hands-on science experiences with cross-curricular connections to support growth in ELA, Math, and Science. SEL Survey 50, Other 50	Ground Education will provide Garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each class at Bryant for one hour each month. Ground Education will also provide extension lessons and support for teachers to utilize throughout the month.	All Students, English Learners, Identified At-Risk Students	Title 1 \$6,500 Services - Title 1 100%	08/20/2025 - 06/20/2026 Monthly	Ground Education Employees and Classroom Teachers	5th SBAC Science ELA District Assessments Writing Scores SEL Survey 50, Other 50
Teacher and school support staff needing supplies for school programs Core Curriculum 100	Instructional and office supplies in support of schoolwide programs	Administration, All Staff, All Students	LCFF \$12,000 Materials - LCFF 100%	08/20/2025 - 06/20/2026 Daily	Office supervisor, administration	Supply sheets showing what materials have been used and what materials are available for instruction and support Core Curriculum 100

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
i-Ready diagnostic assessments reveal comprehension of informational text as the lowest scoring domain. English learners and African American students represent a larger portion of these students. Other 100	To reduce the achievement gaps and positively impact ELA and Math achievement and support students overall social emotional learning, A teacher facilitator will support in grades K-5.	Identified At-Risk Students, All Students	Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%	08/20/2025 - 06/20/2026 Daily	The Facilitator will be responsible for developing the program in collaboration with the principal and IIC.	i-Ready ELA & Math mid-year and end-of-year assessment data Pulse Surveys Other 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
During the summer, we welcome families to our campus for a kindergarten orientation. This event includes a school tour and an introduction to our school-wide expectations. It also provides an opportunity to build community and address any questions families may have.	The counselor hosts an informational meeting for parents and students about middle school choice and provides regular updates through School Messenger. This year, a middle school counselor will visit each 5th-grade classroom to speak with students.	

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

No supplemental budgeted items have been approved.

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
Increase family engagement Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60	Purchase supplies, materials, and technology to support parent engagement and family events, or parent trainings and/or workshops.	Par Inv \$1,000 Materials - Par Inv 100%	08/20/2025 - 06/20/2026 Daily	Principal	Principal
Increase support for students by building stronger home school connection. Culture-Climate Survey (Parent) 100	Provide parents/families with support through workshops, newsletters/flyers, and translation services during family/parent meetings. Offer parent/family workshops in the English Language Arts and Mathematics to increase the home school connection and family engagement.	Par Inv \$1,555 Teacher Hourly Extra Comp (4) for 4 hours annually - Par Inv 100%	08/20/2025 - 06/20/2026 Quarterly	Administrative Team Classroom Teachers	Parent/Family Workshop Sign-In Sheets Core Survey Data and SSC/ELAC Committee Reports

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)	118019
Title I Parent and Family Involvement (3008)	2571

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	38500

* 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	Miller Bailey	06-30-2026
Staff	Classroom Teacher	Kelly Huff	06-30-2026
Staff	Classroom Teacher	Deanne Miller	06-30-2027
Staff	Classroom Teacher	Elizabeth Davenport Holmes	06-30-2027
Staff	Other School Personnel	Kimberly Kittleson	06-30-2027
Community	Parent/Community Member	██████ Brooks	06-30-2026
Community	Parent/Community Member	██████ Chapman	06-30-2026
Community	Parent/Community Member	██████ Barades	06-30-2026
Community	Parent/Community Member	██████████ Dolphin	06-30-2027
Community	Parent/Community Member	██████ Tellez	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)	██████ Mendoza
DELAC Representative	Parent of EL Student (required)	██████ Mendoza
Principal or Designee	Staff Member (required)	Kim Kittleson
Secretary	Parent of EL Student (required)	██████ Arguello

Name	Representing
██████ Karadag	Parent of EL Student
██████ Mendoza	Parent of EL Student
██████ Kutlug	Parent of EL Student
██████ Erel	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?	11/19/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Before and After School Tutoring College Aide - small group, individual support, home language support for Spanish Speakers
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 EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: i-Ready Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/17/2025
6. What was SSC's response to ELAC recommendations?	The School Site Council (SSC) reviewed all recommendations from the English Learner Advisory Committee (ELAC) and approved those that were fiscally feasible.

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 12/17/2025
2. SSC approved the **Home-School Compact** on 09/17/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/17/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/09/2025, 11/19/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/29/2025
6. The SPSA was approved at its meeting on 12/17/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

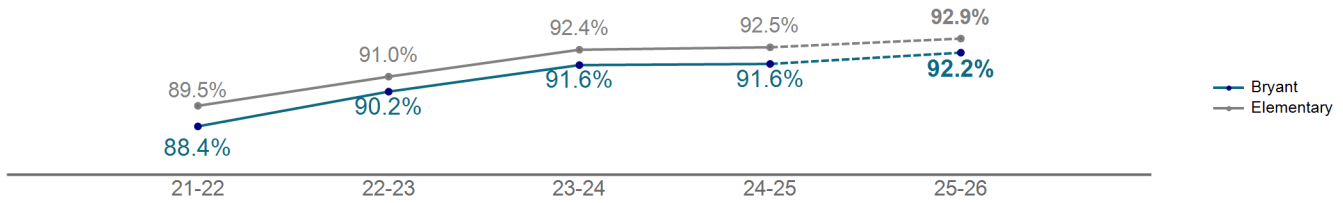
Printed Name: _____ Date: _____

ELAC Chair: _____

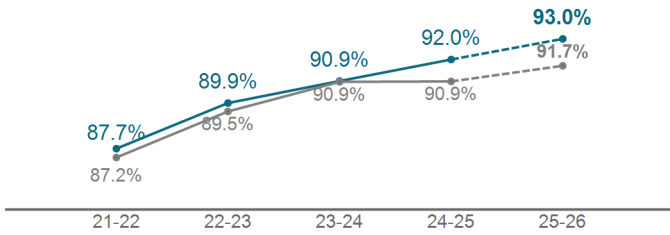
Printed Name: _____ Date: _____

Attendance Rate

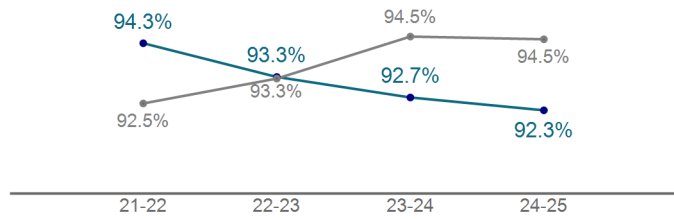
Bryant
All Students
N = 379



African American
N = 53



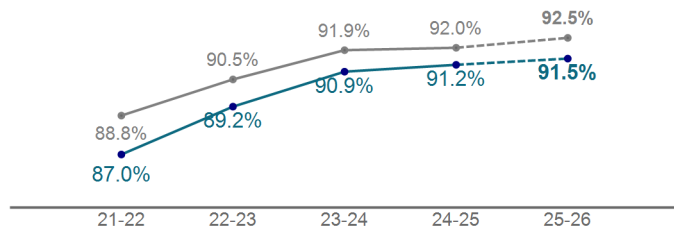
Asian



Filipino

Subgroup with fewer than 20 students.

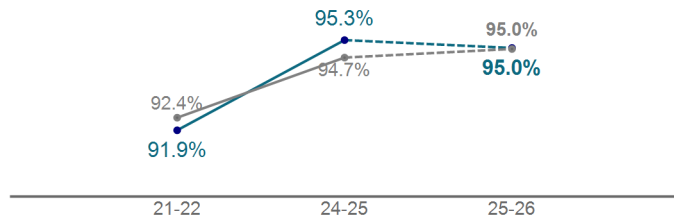
Hispanic
N = 254



Pacific Islander

Subgroup with fewer than 20 students.

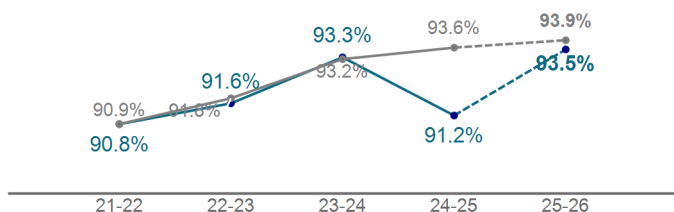
White
N = 25



Native American

Subgroup with fewer than 20 students.

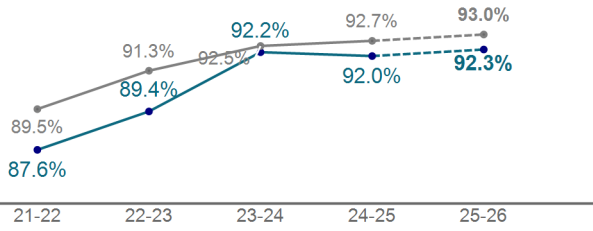
Other
N = 28



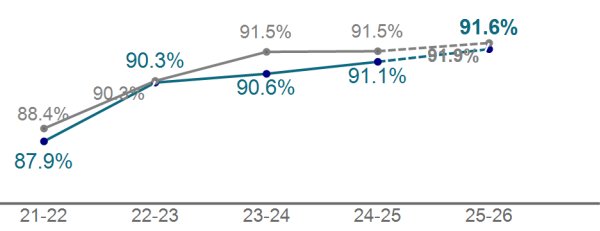
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

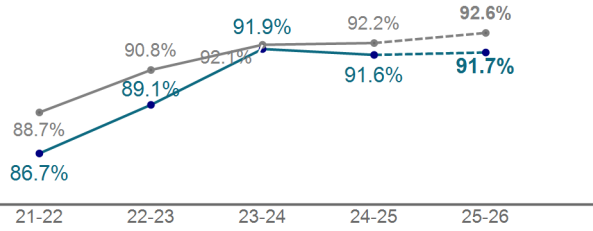
EL + RFEP
N = 79



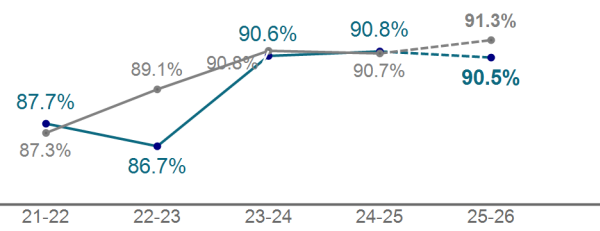
Low SES
N = 261



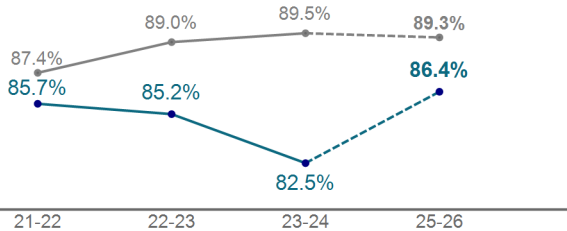
English Learner
N = 58



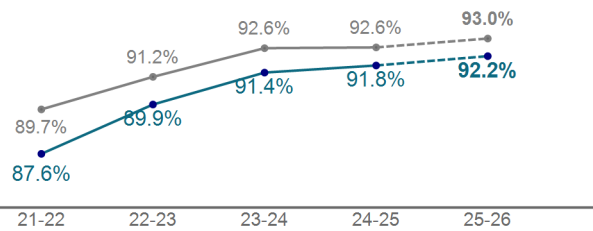
Special Education
N = 109



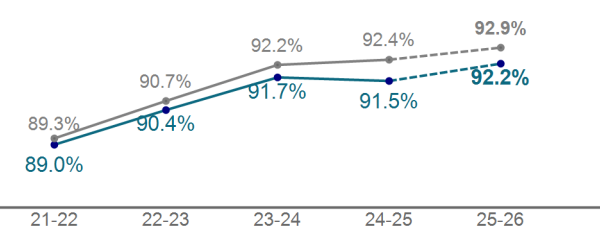
Homeless or Foster Youth
N = 21



Female
N = 164



Male
N = 215



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

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Bryant Elementary School ▾

If TSI/ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

12/17/2025

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Especifica Adicional (ATSI) ▾

Elija el nombre de la escuela ▾

Si es TSI o ATSI, identifique los subgrupos::

- Afroamericanos
- Indio americanos
- Asiático-americanos
- Estudiante que está aprendiendo inglés
- Filipinos
- Jóvenes en hogares de crianza
- Hispanos
- Sin hogar
- Isleños del pacífico
- Desfavorecidos socioeconómicamente
- Estudiantes con discapacidades
- Dos o más razas
- Blancos

Atestación:

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

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

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

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

**por sus siglas en inglés*

Fecha de aprobación por el SSC

12/17/2025

Firma del director



Firma del presidente del SSC



Inequidad de recursos

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

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

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

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

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

.....
Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



BRYANT ELEMENTARY SCHOOL

4101 East Fountain Street

Long Beach, CA 90804

Phone: (562) 498-3802 | Fax: (562) 494-6952



HOME SCHOOL COMPACT

2025-2026

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to the success of students at Bryant Elementary School, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a child I pledge to:

- Work as hard as I can on my school assignments.
- Discuss with my parent/guardian what I am learning in school.
- I will follow the CHARACTER PLEDGE.
- Ask my teacher questions when I don't understand something.
- Limit my TV viewing and screen time and read books instead.
- Respect the school, students, families and our community staff.

Student Signature

As a parent/guardian I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Reinforce the CHARACTER PLEDGE.
- Participate in parent trainings and workshops.
- Attend parent/teacher conferences to monitor my child's progress.
- Volunteer and participate in classroom and school activities.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.
- Support my child's teacher with their classroom expectations.
- Respect the school, staff, students and families.
- Ensure a safe school environment by following drop off and pick up procedures
- Ensure my child attends school regularly and arrives on time.

Parent/Guardian Signature

As a teacher I pledge to:

- Provide motivating, interesting and challenging learning experiences in my classroom.
- Explain my expectations, instructional goals and grading system to children and parents.
- Explain CHARACTER PLEDGE to children and their parent/guardian.
- Communicate and cooperate with each parent/guardian to ensure the best education possible.
- Find out what techniques and materials work best for the child.
- Respect the students, families, and our community.

Teacher signature

Principal and Support Staff pledge:

- Create a welcoming environment for children and parents/guardians.
- Ensure a safe and civil school environment.
- Reinforce the partnership between child, parent/guardian and staff.
- Act as the instructional leader(s) by supporting teachers in their classrooms.
- Provide appropriate in-services and training for teachers and parents/guardians.
- Explain and support the CHARACTER PLEDGE to children and their parents.

Principal Signature



**CONVENIO ENTRE LA ESCUELA Y EL HOGAR
 2025-2026**

Sabemos que el aprendizaje solo puede suceder cuando existe una combinación de esfuerzos, intereses, y motivación. Ya que todos estamos comprometidos a respaldar el éxito de los estudiantes de la Escuela Primaria Bryant, haremos todo lo posible para que el/ella pueda triunfar.

Este acuerdo es una promesa para trabajar juntos. Creemos que este acuerdo se puede llevar a cabo si trabajamos en equipo. Juntos podemos mejorar la calidad de enseñanza y aprendizaje.

Como estudiante prometo:

- Trabajar tan duro como pueda en mis tareas escolares.
- Hablar con mis padres/tutores acerca de lo que estoy aprendiendo en la escuela.
- Obedecer la PROMESA de CARÁCTER (CHARACTER PLEDGE).
- Hacer preguntas a mis maestros cuando no entienda algún concepto.
- Limitar el tiempo que paso mirando la televisión y pantallas, y en su lugar, leeré libros.
- Respetar a la escuela, a los estudiantes, a las familias, y a los miembros de nuestra comunidad escolar.

Firma del Estudiante

Como padre de familia/tutor prometo:

- Brindar un lugar callado y sin distracciones en el hogar para fomentar los buenos hábitos de estudio.
- Hablar con mi niño(a) acerca de las actividades que realiza diariamente en la escuela.
- Apoyar la PROMESA de CARÁCTER (CHARACTER PLEDGE).
- Participar en capacitaciones y talleres para padres.
- Asistir a las conferencias entre Padres y Maestros para monitorear el progreso de mi niño(a).
- Brindar mis servicios como voluntario(a) dentro del salón y en actividades escolares.
- Motivar a que mi niño(a) lea, ya sea leyendo con él/ella, o motivándole a que lea solo(a).
- Limitar el tiempo que mi niño(a) pasa mirando la televisión y seleccionar programas adecuados.
- Apoyar las expectativas que tiene el maestro(a) para los estudiantes dentro del salón de clases.
- Respetar a la escuela, a los miembros del personal, a los estudiantes, y a sus familias.
- Asegurar un ambiente escolar seguro siguiendo los procedimientos de dejar y recoger a los estudiantes.
- Asegurarme de que mi hijo asista a la escuela con regularidad y que llegue a tiempo.

Firma del Padre/Tutor

Como maestro(a) prometo:

- Cree un ambiente acogedor para los niños y los padres.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificación a niños y padres.
- Explicar la PROMESA de CARÁCTER a los estudiantes y a sus padres/tutores.
- Comunicarme y cooperar con cada padre/tutor para garantizar la mejor educación posible.
- Averiguar los métodos y materiales que dan mejores resultados para el estudiante.
- Respetar a la escuela, a los estudiantes, y a la comunidad.

Firma del Maestro(a)

La Promesa de la Directora y de los Miembros del Personal Escolar:

- Crear un ambiente de hospitalidad para los niños y sus padres/tutores.
- Brindar un ambiente educativo seguro y civil.
- Apoyar el trabajo en equipo entre el estudiante, el padre/tutor, y el personal.
- Llevar la delantera como líder de instrucción apoyando a los maestros dentro del salón de clases.
- Brindar talleres de capacitación apropiados para los maestros y para los padres/tutores.
- Explicar y apoyar la PROMESA de CARÁCTER a los niños y a sus padres/tutores.

Firma de la Directora



Bryant Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, **Bryant Elementary School** 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 **Bryant Elementary School'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

Bryant Elementary School 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. **Bryant Elementary School** will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting

- i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for **Spanish and Khmer** families to allow for discussions
2. **Bryant Elementary School** 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. **Bryant Elementary School** 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. **Bryant Elementary School** 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. **Bryant Elementary School** 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. **Bryant Elementary School** 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. **Bryant Elementary School** will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. **Bryant Elementary school** 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. **Bryant Elementary school** 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. **Bryant Elementary School** 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. **Bryant Elementary School** 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
3. **Bryant Elementary School** 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. **Bryant Elementary School** 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
5. **Bryant Elementary School** 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
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand: [the office staff](#) 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

Bryant Elementary School 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 9/17/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 9/26/2025. **Bryant Elementary School**, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Miller Bailey
Signature of Principal

9/23/2025
Date

Escuela de Bryant

Guía de Participación Escolar para las Familias

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

PARTE I

La **escuela de escuela Bryant** está de acuerdo en implementar los siguientes requisitos:

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

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES

REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS 1. La **escuela de Bryant** 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 interpretes para las traducciones orales y escritas para las familias **en español y camboyano** para permitir discusiones
2. La **escuela de Bryant** tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. La **escuela de Bryant** actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela: En las reuniones de SSC y ELAC ● Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La **escuela de Bryant** 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 **escuela de Bryant** proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La **escuela de Bryant** 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 de Bryant** también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños: Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC

7. La **escuela de Bryant** coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La **escuela de Bryant** entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes: ● En las reuniones del Concilio del Plantel Escolar

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

1. La **escuela de Bryant** construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación: Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La **escuela de Bryant** 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
3. La **escuela de Bryant**, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación: ● las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La **escuela de Bryant**, 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
5. La **escuela de Bryant**, 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
6. La **escuela de Bryant**, 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:
 - **el personal de la oficina hara** 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, elige 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 **Escolar** para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **17 de septiembre del 2025** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **26 de septiembre del 2025** o antes. La **escuela de Bryant**, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Miller Bailey
Firma del Director(a)

23 de septiembre del 2025
Fecha