



2023-2024

# **Browning**

School Plan for Student Achievement

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

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

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

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

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

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

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

**DCAC Recommendations:**

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

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

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

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

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

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

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

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

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

following fifteen components:

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

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

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

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

Our A-C pass rate data for the 2021-2022 school year for English are as follows:  
ELA Semester 1 A-C rate 77.428%  
ELA Semester 2 A-C rate 71%

Our A-C pass rate for the 2022-2023 school year for English are as follows:  
ELA Semester 1 A-C rate 72%  
ELA Semester 2 A-C rate 75%

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Goals**



## Written Analysis

The ELA goal for the 2022-2023 school year was to decrease the D/F rate by 5% based on our A-C pass rate for the end of 2022 school year we increased our A-C pass rate by 4%. (From 71% to 75%)

Our ELA Goal for the 2023-2024 school year is to increase our A-C rate by 5% to an overall A-C rate of (80%)

Summary of English Teachers' Professional Development for the Prior School Year:

1. **Department Collaboration Pull-Out Time (Twice a Year):** English teachers participated in departmental collaboration sessions held twice a year. These sessions allowed teachers to come together to discuss curriculum, share best practices, and align their teaching approaches. This collaborative time helped foster a sense of community among English teachers and ensured consistency in the curriculum.
2. **Kagan Cooperative Learning Strategies:** English teachers received professional development on Kagan Cooperative Learning strategies. These strategies promote active student engagement and foster a collaborative classroom environment. Teachers learned techniques for structuring group work, managing discussions, and enhancing student participation.
3. **English Learner Support:** Professional development included training on effectively supporting English learners in the classroom. This involved ELLevate strategies for differentiation, language acquisition support, and culturally responsive teaching approaches to meet the diverse needs of English learners.
4. **Internal Staff Instructional Walkthroughs on Cooperative Learning and ELL Strategies:** Teachers engaged in instructional walkthroughs where they observed their peers implementing cooperative learning and English learner support strategies. These walkthroughs provided opportunities for constructive feedback, sharing of successful techniques, and professional growth through observation and reflection.
5. **Special Education Co-Teaching Professional Development:** English teachers received training in co-teaching with the LBUSD's special education curriculum leaders. This professional development focused on strategies for effectively collaborating with special education staff to ensure that students with diverse learning needs receive appropriate support and accommodations.

The professional development initiatives from the prior school year reflect a commitment to collaboration, student engagement, and inclusive teaching practices among English teachers. These efforts aim to enhance students' overall educational experience while supporting teachers in their professional growth. We will measure our goals by internal and district walkthroughs, analyzing A-C data, and other district assessments (Edulastic, Unit Assessments)

## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Findings

##### Written Analysis

The Math A-C rate for the 2020-2021 school year was as follows:

Math Semester 1 A-C rate was 43%

Math Semester 2 A-C rate 39%

The Math A-C rate for the 2021-2022 school year was as follows:

Math Semester 1 D/F rate 64%

Math Semester 2 D/F rate 60%

The Math A-C Rate for the 2022-2023 school year was as follows:

Math Semester 1 A-C 63%

Math Semester 2 A-C 62%

## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Goals

##### Written Analysis

The math goal for the 2022-2023 school year was to decrease the D/F rate by 15% from the prior year. Our end-of-year data shows our A-C rate at 62% there was an increase in 2% in our A-C rate from the previous year.

Our math goal for the 202-2024 school year is to increase our A-C rate by 10% to an overall level of 72% A-C rate

**\*\*Summary of Math Department Professional Development for the Last School Year:\*\***

1. **\*\*Kagan Cooperative Learning Strategies:\*\*** Math department staff participated in professional development on Kagan Cooperative Learning strategies. These strategies promote active student engagement and collaborative learning within the math classroom. Teachers learned how to structure group activities, manage discussions, and enhance student participation in math lessons.
2. **\*\*Internal Staff Walkthroughs on ELL Strategies and Cooperative Learning:\*\*** Teachers engaged in instructional walkthroughs where they observed their colleagues implementing both English Language Learner (ELL) strategies and cooperative learning techniques. This peer observation and feedback process aimed to improve the implementation of these strategies within the math department.
3. **\*\*Department Release Time (Three Times Last Year):\*\*** The department was allocated dedicated release time for teachers to collaborate, plan, and engage in professional development activities. This release time allowed math educators to collaborate on curriculum development, assessment design, and instructional strategies and best practices..
4. **\*\*Building Thinking Classrooms Professional Development:\*\*** Math teachers received training in Building Thinking Classrooms, which is an instructional approach focused on fostering deep mathematical thinking and problem-solving skills. This professional development involved creating an environment that encourages mathematical discourse and critical thinking.
5. **\*\*Walkthrough at a Partnering Long Beach School on Cooperative Learning Structures:\*\*** Teachers visited a partnering Long Beach school to observe and learn from cooperative learning structures and practices. This external visit provided fresh insights and inspiration for enhancing cooperative learning techniques within the math department and the implementation of Building Thinking classrooms.
6. **\*\*Department Release Time for Special Education Co-Teaching Training:\*\*** The department allocated release time specifically for special education co-teaching training. This training aimed to equip math teachers with the skills and strategies necessary for effective collaboration with special education staff, ensuring that students with diverse learning needs receive appropriate support and accommodations in math classes.

The math department's professional development efforts from the last school year indicate a commitment to fostering a collaborative and inclusive learning environment. Teachers received training in various instructional strategies, peer observation opportunities, and dedicated time for collaboration, all aimed at improving math instruction and enhancing student learning outcomes. We will measure our goals by internal and district walkthroughs, analyzing A-C data, and other district assessments (Edulastic, Unit Assessments)

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Findings

##### Written Analysis

Out of 324 students, Browning has 47 EL students, 7 are being monitored and 59 students has been completely exited. 68% of ELL students earned an A-C rate in their classes in the Spring semester of 2023. In the previous year, our A-C rate for ELL students was 65% in the Spring of 2022. This is a 3% increase from the prior year in our A-C rate.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Goals

##### Written Analysis

ELL students will grow at least one year on their IReady assessment and grow one level on their ELPAC assessment

At least 5 out of 47 ELL students will be redesignated in the 23-24 school year.

Increase the A-C rate in ELL students by 5% our A-C rate last year for ELL students was 68%

1) All departments will support literacy development strategic focus on literacy skills, success criteria and implementation across all subjects. (U1). All departments will create lessons integrating Kagan and SDAIE strategies for collaborative learning and ELL support. (U3)

**\*\*Summary of ELL Professional Development and Support Initiatives:\*\***

1. **\*\*Ellevate ELL District and Site Professional Development:\*\*** The district implemented the "Ellevate ELL" resources dashboards, which provided targeted

professional development for educators working with English Language Learners (ELLs). This program included district-wide and site-specific training sessions to enhance teachers' skills in effectively instructing and supporting ELL students. Ellevate training covered language acquisition, culturally responsive teaching, and differentiated instruction to meet the unique needs of ELLs.

2. **Internal Site Walk-Throughs on Instructional Best Practices Strategies:** Browning Teachers and administrators conducted internal site walk-throughs to observe and share instructional best practices and strategies for ELL students. These walk-throughs allowed educators to learn from one another, promote collaboration, and enhance the overall quality of instruction for ELL students.

3. **After-School and Saturday Tutoring for ELL Students:** Browning offered additional support to ELL students through after-school and Saturday tutoring. These programs provided targeted academic assistance to help ELL students improve their language proficiency and academic performance.

4. **Department Release Time Across Departments to Discuss ELL Strategies and Best Practices:** The teachers were allocated release within their departments to come together and discuss ELL best practices and strategies. This interdisciplinary collaboration allowed for the sharing of effective teaching methods and the alignment of instruction to support ELLs across various subject areas.

5. **Kagan Collaborative Learning Schoolwide Professional Development:** Last spring, all staff participated in schoolwide professional development focused on Kagan Cooperative Learning strategies. This training provided strategies to promote active student engagement and collaborative learning practices with all students. Teachers learned how to structure group activities, manage discussions, and enhance student participation, which can benefit all students, including ELL students.

These initiatives collectively demonstrate a comprehensive approach to supporting ELL students and improving overall instruction within Browning High School. By providing targeted professional development, creating opportunities for collaboration, offering additional tutoring support, and implementing schoolwide strategies like Kagan Cooperative Learning.

## Comprehensive Needs Assessment

### Culture/Climate Domain

**Written Analysis - Culture/Climate Findings**

**Written Analysis**

Browning has decreased the suspension rate from 19.5% (2019) to 3.5% (2020) , 2022 to (8.7%) a decrease of 10.8% percentage points. In the 2022-2023 school year our suspension rate increased to 12.8%.

Suspension rate history:

2015-16 (N/A) 2016-17 (N/A) 2017-18 (13.9%) 2018-19 (19.8%) 2019-20(4.1%) 2020-2021 (0%) 2022-2023 (12.9%)

Sense of belonging (school connectedness was 51%; this is a 2% decrease from the 2020-2021 school year. Responsible decision-making increased by 2% from the previous year to 76%.

When compared to our Winter 2022 Pulse Survey, our Spring Pulse Survey results show:

- Students Identity increased from 80% to 83%
- Students Agency increased from 77% to 81%
- Students Sense of Belonging increased from 70% to 72%

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

1) Browning will be a safe, inviting, engaging, and supportive place for students, parents, and staff. Browning will utilize Safe and Civil Schoolwide Strategies, Pathway Ambassadors, Business Advisory Board, School Site Council, Parent University, Instructional Leadership Team, ASB, Intramural sports and other extracurricular activities to foster school community connectedness, support safety, and engage students and parents. Students' self-efficacy and culture/climate overall will improve by 3% by June 2024.

2) Browning will be a safe, inviting, engaging, and supportive place for students, parents, and staff. Browning will utilize Safe and Civil School-wide Strategies, Business Advisory Board, School Site Council, ELAC, Parent University, Instructional Leadership Team, ASB, Pathway Ambassadors, and other extracurricular activities to foster school community connectedness, support safety and engage students and parents. Students' self-efficacy and culture/climate overall will improve by 3% by June 2024.

**\*\*Summary of Implementations to Improve Browning High School's Culture and Climate:\*\***

1. **\*\*Bison Time for Academic Improvement:\*\*** Browning High School introduced Bison Time. During this quarterly one-hour session, all students and teachers convene in the Multipurpose Room (MPR) to focus on improving academic performance before each reporting period. This initiative emphasizes the school's dedication to supporting students in their academic growth and helps to improve student-teacher relationships.
2. **\*\*Monthly Restorative Circles:\*\*** Browning has established a practice of monthly restorative circles involving all students, each centered around a specific monthly theme. These circles promote positive communication, conflict resolution, and building a cohesive school community.
3. **\*\*Expansion of Small School League Sports:\*\*** Browning High School expanded its extracurricular offerings by introducing coed Volleyball, Basketball, Soccer, and Cheer teams through small school league. These sports programs provide opportunities for students to engage in physical activity, teamwork, and school spirit, enhancing the overall school experience.
4. **\*\*Monthly Parent Meetings:\*\*** The school organized monthly parent meetings to support, empower, and educate parents. These meetings covered various topics such as academic support, College Admission 101, FASFA workshops, and ways for parents to become more involved in their children's education.
5. **\*\*Bison Success Parent Nights:\*\*** Browning High School held two Bison Success Parent Nights, where parents had the opportunity to meet with all of their child's teachers in one night. The streamlined communication between teachers and parents helps to improve our relationship with the community and helps to ensure parents have a comprehensive understanding of students' progress and academic needs.
6. **\*\*Student Awards Assemblies:\*\*** The school hosted student awards assemblies twice yearly to acknowledge and celebrate student accomplishments. These assemblies serve as a motivational tool and foster a sense of achievement and pride among students.
7. **\*\*Schoolwide Expectations Review:\*\*** Browning High School conducted regular schoolwide assemblies to review expectations with students, addressing bullying prevention, school rules, available support systems, and suicide prevention and sexual harassment prevention. This proactive approach ensures that students are aware of their rights and responsibilities.
8. **\*\*Principal Advisory Group and Pathway Ambassadors Class:\*\*** The school created a Principal Advisory group and a Pathway Ambassadors class to amplify student voices and provide additional leadership opportunities. These initiatives empower students to positively shape the school's culture and

increase student agency.

9. **\*\*College Field Trips and Hands-On Work-Based Learning:\*\*** The school organized multiple college field trips and hands-on work-based learning experiences for students. These opportunities expose students to higher education possibilities and hands-on experience in their Hospitality and Culinary pathway.

These initiatives aim to foster a positive and inclusive school culture, enhance academic support for students, engage parents, empower student leaders, and prepare Browning students for future success. We will measure our goals by internal and district walkthroughs, student support surveys, CORE and Pulse Data, and student interviews.

## Comprehensive Needs Assessment

### SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals



ELA	<p>1) 1) By the end of the 2022-2023 school year, based on 2021-2022 ELA first semester (97.07% passed) second semester data (90.59% students passed) the ELA department will continue to support students academic growth and decrease the D/F rate by 5%. These improvement efforts will be monitored while we continue to utilize and implement writing strategies in the department to focus on increasing rigor and implementation of industry/pathway standards. Through an increased opportunity for English teacher collaboration, by utilizing Kagan and SDAIE strategies - determine types to support ELL and all students collaborative learning(U3) the team will monitor D/F grades and utilize interventions protocol (U5) as needed. Professional development will be offered to all staff on grade level teaming, and restorative practices in order to increase student relationships.</p>	Goal Partially or Not Met	<p>The ELA goal for the 2022-2023 school year was to decrease the D/F rate by 5% based on our A-C pass rate for the end of 2022 school year we increased our A-C pass rate by 4%. (From 71% to 75%)</p>	<ol style="list-style-type: none"> <li>1. <b>**ELA Curriculum Alignment**</b>: Teachers will be provided professional development by the curriculum office to plan and align their curriculum.</li> <li>2. <b>**Project-Based Learning (PBL)**</b>: Teachers engaged in project-based learning over the summer and throughout the year to increase student achievement.</li> <li>3. <b>**Grade-Level Team Collaboration**</b>: Dedicated regular grade-level team meetings to discuss student supports and interventions. Collaborative planning can help identify struggling students and develop targeted interventions.</li> <li>4. <b>**Student Study Team Professional Development**</b>: Staff were provided professional development on Tiered intervention to support students and help identify and address students' unique needs.</li> <li>5. <b>**Department Collaboration**</b>: Funding was provided for teacher's after-school collaboration among ELA department members. The time is used to share best practices, analyze data, and develop common assessments to monitor student progress.</li> </ol>
Math	<p>1) 1. By the end of the 2022-2023 school year, based on 2021-2022 Math first semester</p>	Goal Partially or Not Met	<p>The math goal for the 2022-2023 school year was to decrease the D/F rate by 15% from the prior year.</p>	<ol style="list-style-type: none"> <li>1. <b>**Math Curriculum Alignment**</b>: Teachers will be provided professional development by the Curriculum office to plan and align their</li> </ol>

(83.14% passed) second semester data (75.13% students passed) the Math department will continue to support students academic growth and decrease the D/F rate by 15%. Teachers will increase student academic proficiency in Math in order to increase college readiness for all subgroups, including students with Disabilities, English Learners, and those on 504 plans, on state (SBAC) and national (PSAT/SAT/AP/A-G) assessments as well as increase the number of students with GPAs above 2.0. Increase student achievement in math by focusing on four Mathematics teaching practices: 1: Establish goals to focus learning, 4: Facilitate meaningful mathematical discourse, 6: Build procedural fluency from conceptual understanding, and 8: Elicit and use evidence of student thinking. Use modified scaled grading as a department and compare results to student performance on common assessments. Implement a math magic club as an intervention with incentives to help students

Our end-of-year data shows our A-C rate at 62% there was an increase in 2% in our A-C rate from the previous year.

curriculum.

2. **\*\*Project-Based Learning (PBL)\*\***: Teachers engaged in project-based learning over the summer and through out the year in order to increase student achievement.
3. **\*\*Grade-Level Team Collaboration\*\***: Dedicated regular grade-level team meetings to discuss student supports and interventions. Collaborative planning can help identify struggling students and develop targeted interventions.
4. **\*\*Student Study Team Professional Development\*\***: Staff were provided professional development on Tiered intervention to support students and help in identifying and addressing students' unique needs.
5. **\*\*Department Collaboration\*\***: Funds were set aside to provide teachers after-school collaboration among ELA department members. This time can be used to share best practices, analyze data, and develop common assessments to monitor student progress.
6. **\*\*Math Professional Development\*\***: The math department will plan with other similar schools in the district to review and strategize unit assessments and support for students.

	<p>be more organized, help with misconceptions, and put more effort in their work. Maintain pacing in all math subjects in order to give students access to all material covered on state and national assessments. Reduce the number of students with D/F by 20% in Math. Provide increased opportunity for Math teachers to collaborate and plan and analyze data. Math department will support literacy development strategic focus on literacy skills, success criteria and implementation across all subjects. (U1). Math Dept. will practice reading word problems and writing answers in complete sentences. (U2) Math teachers will create lessons integrating Kagan strategies for collaborative learning. (U3)</p>			
English Learner	<p>1) 1) All departments will support literacy development strategic focus on literacy skills, success criteria and implementation across all subjects. (U1). All departments will create lessons integrating Kagan and SDAIE strategies for collaborative learning and ELL support. (U3) ELL SMART Goals: 35% of ELL</p>	Goal Partially or Not Met	<p>68% of ELL students earned an A-C rate in their classes in the Spring semester of 2023. In the previous year, our A-C rate for ELL students was 65% in the Spring of 2022. This is a 3% increase from the prior year in our A-C rate.</p>	<p>1. <b>**ELL Curriculum Alignment**</b>: Teachers will be provided professional development by the Curriculum office to plan and align their curriculum.</p> <p>2. <b>**Project-Based Learning (PBL)**</b>: Teachers engaged in project-based learning over the summer and throughout the year in order to increase student achievement.</p> <p>.</p>

	<p>students earned a D/F last school at the end of the year ELL students will grow at least one year on the their IReady assessment , and grow one level on their ELPAC assessment At least 10 of our 53 ELL students will be designated in the 22-23 school year Decrease the D/F rate in ELL students by 10% last semester 35% of ELL students earned a D/F</p> <p>Provide in class tutoring from Browning staff and outside tutors to support our ELL students.</p>			<p>3. <b>**Grade-Level Team Collaboration**</b>: Dedicated regular grade-level team meetings to discuss student supports and interventions. Collaborative planning can help identify struggling students and develop targeted interventions.</p> <p>4. <b>**Student Study Team Professional Development**</b>: Staff were provided professional development on Tiered intervention to support students and help in identifying and addressing students' unique needs.</p> <p>5. <b>**Department Collaboration**</b>: Funds were set aside to provide teachers after-school collaboration among ELA department members. This time can be used to share best practices, analyze data, and develop common assessments to monitor student progress.</p> <p>6. <b>**ELL Professional Development**</b>: All staff will receive training on instructional strategies to support ELL students. We will also hold internal walk-throughs on ELL strategies. This year we also have an ELD class to support Level 1 and Level 2 ELL students.</p>
Culture/Climate	1) 1) Browning will be a safe, inviting, engaging, and supportive place for students, parents, and staff. Browning will utilize Safe and Civil School wide Strategies,	Goal Partially or Not Met	In the 2022-2023 school year our suspension rate increased to 12.8%. Suspension rate history: 2015-16 (N/A) 2016-17 (N/A) 2017	1. <b>**Listening Sessions**</b> : The school will hold schoolwide listening sessions quarterly, to ensure student voices are heard. After each session, the Administration team will work with students and staff to identify actionable

<p>Project Wisdom, Business Advisory Board, School Site Council, ELAC, Parent University, Instructional Leadership Team, ASB, Pathway Ambassadors, and other extracurricular activities to foster school community connectedness, support safety and engage students and parents. Students self-efficacy and culture/climate overall will improve by 5% by June 2023.</p> <p>2) 1) Browning will be a safe, inviting, engaging, and supportive place for students, parents, and staff. Browning will utilize Safe and Civil School wide Strategies, Project Wisdom, Pathway Ambassadors, Business Advisory Board, School Site Council, Parent University, Instructional Leadership Team, ASB, Link Crew and other extracurricular activities to foster school community connectedness, support safety and engage students and parents. Students self-efficacy and culture/climate overall will improve by 5% by June 2023.</p>	<p>-18 (13.9%) 2018-19 (19.8%) 2019-20(4.1%) 2020-2021 (0%) 2022-2023 (12.9%)</p> <p>Sense of belonging was 51% this is a 2% increase from the prior school year.</p> <p>Pulse Survey results- Students Identity increased from 80% to 83% Students Agency increased from 77% to 81% Students Sense of Belonging increased from 70% to 72%</p>	<p>outcomes or solutions to the issues discussed.</p> <p>2. <b>**Monthly Restorative Circles**</b>- Align the restorative circles with the themes from your surveys to ensure that discussions are relevant to the student's concerns and teacher professional development for staff on Restorative Justice.</p> <p>3. <b>**Increase Participation in Student Sports and Enrichment Activities**</b>: Browning will encourage student participation in sports and after-school enrichment activities.</p> <p>5. <b>**Schoolwide Expectations Assemblies**</b>: The Administration team will hold quarterly expectations assemblies to share schoolwide expectations, steps to solve their problems and discuss who students can contact if they need help.</p> <p>6. <b>**Celebration and Recognition**</b>: Recognize and celebrate the achievements and efforts of students by recognizing student academic success.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Students in Early college need supplemental materials for the college classes, for example headsets, note pads, calculators for each class each semester (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Students in ELA, Math, and Science need supplemental materials that will assist with their learning and acquisition of the core content. For example special writing notebooks for IDS, and additional materials to support student learning vertical white boards and supplemental materials for our science labs. (SM 8)	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Request for all staff to be trained on day 1 and 2 of Kagan Strategies. The benefits of Kagan Structures are as follows: Increased student achievement, reduction in the achievement gaps among sub groups, decrease in discipline referrals, positive social skill development and improved race relations. (PD 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>97% of Browning's student population in not within our home school boundary and the distance learning model has created a disconnection with home and school. Students reported lack of motivation and student-teacher since of belong during the spring 2020 distance learning period. The Student Support Specialist is needed to help respond to students' needs, monitor progress and provide wrap-around support intervention and referrals to our students during this time. The Student Support Specialist would provide RTI to students and increase communication with students and families. The Student Support Specialist also supports students in the Early College program and is the liason between the the Site and LBCC</p> <p>This position works under the direction of the site principal. The expectations include development and delivery of intervention protocols and procedures as well as collecting data on interventions. Duties will include: working with teachers and community resource providers.</p> <p>(IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
C-CAP Career Readiness - to enhance culinary arts programs in public school and better prepare underserved students for college and career opportunities in the restaurant and hospitality industry. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Staff will conduct outreach to Browning families, to provide support on our Pathway and Early college program and inform parents on all of the interventions that are available to their students. (IN 9)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
College Board offers Pre AP courses to help empower and engage students while building academic readiness or Advanced Placement courses. All 9th and 10th grade students will have Pre AP English and Pre AP mathematics (Pre AP Algebra 1 or Pre AP Geometry). There are also supplemental resources needed for AP classes.  (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Restorative Justice Training school-wide for teachers and staff to engage in bimonthly one hour restorative training during the school year to help support restorative instructional practices to support students and build relationships aligned to student equity as a means to improve overall instructional practices, climate and culture. (PD 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
The D/F rate in Math , Science ELA has been high for several years, and there is need for teachers to plan within their department to discuss instructional strategies, align curriculum and pacing, and grading practices in order to meet the needs of our students. The math and science department will plan once a year for a half day. (PD 4)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
In the 2023-2024 school year, we will have our first graduating class from LBCC. Students will have their ADT in Hospitality. In the summer before senior year the students need to take two LBCC college courses over a five week period. These classes are enrichment classes. Pass data shows that when Browning students were required to go to LBCC campus they did not. Only 2 of 30 students attended. In order to provide additional support for our students LBCC will offer the two classes on campus during the summer. To support students we will have two Browning certificated staff serving as Teacher of Student support in the classroom along with an Administrative designee to supervise students. We are asking for coverage for 5 hours per day and an additional one hour a week to collaborate with LBCC staff. This support will help keep our LBCC students on track to graduate in 2024.  (IN 12)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
To promote and improve our sense of belonging and college and career awareness, it was recommended by WASC that we provide more clarity around A-G requirements for students. We also incorporated schoolwide goal setting around our school goals. They were posted around school and in the classrooms to support students. (SM 10)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

To support the safety, supervision climate and culture for college and career readiness and to establish positive relationships with students for college and career readiness (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
LBCC students will be taking two LBCC courses in the summer. They will need supplemental materials for the course. For example special notebooks, and or other materials for the supplemental LBCC courses. (SM 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We would like to place a mural of our school crest in our lower quad. This would promote sense of belonging amongst our students and staff and would lead to campus beautification and pathway branding. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Pre AP and AP Teachers will engage in college/university trainings and College Board Professional Development such as Pre-AP in English, Algebra 1 and Geometry. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Three math teachers visited Jefferson Middle school with OCIPD curriculum leaders to look at strategies to implement building thinking classrooms. They collaborated and shared best practices with OCIPD and the Jefferson math teacher. (PD 9)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Students need presentation folders for their interviews and career fair that is held twice a year at Browning with Industry professionals. (SM 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The D/F rate in History has been high for several years, and there is need for teachers to plan within their department to discuss instructional strategies, align curriculum and pacing, and grading practices in order to meet the needs of our students. The ELA and History department will plan once a year for a half day. History approved 5/17 for an additional four hours (PD 8)	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact	Somewhat Impactful
Use the funds set aside for Parent Involvement for student planners to increase parents and school communication. Apply the funds to by materials for parents for monthky parent workshops and to pay for presenters if needed. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Members from ILT will engage in site learning walks in order to improve our pedagogy and teacher professional development around equitable instructional practices. In order to increase support for all students, including at promise sub groups centered around our site's equity focus question for the year. (PD 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact



To provide staff professional development on working as a team and building positive relationships with all staff. PD will focus on ways to build trust within our team and how to work through problems collaboratively. This training will help staff by providing them with the additional tools necessary to build meaningful relationships with their students and increase sense of belonging amongst students, and help support students in their transition back to school full time.  (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We need supplemental materials for our Culinary Program (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
College aides (3) The goal is to assist, motivate and encourage positive learning patterns and behaviors directly related to classroom instruction D/F, A/G rate. (1 for ELL 2 for college and career). College aides will engage in classrooms and student support with direct contact to meet A-G requirements and decrease the achievement gap. College aides will meet with the Pathway coordinator and counselor regarding student progress.  (IN 11)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We would like to offer 9th grade orientation to create relationships with the incoming 9th grade students. They would build relationships with each other and with staff, learn organization, study skills and team building. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Browning will hold two Browning Success Nights Once a semester to specifically support at promise students who are at risk of not passing their classes. Browning teachers will personally invite their parents and the students for night to meet with all of the teachers in one room, and learn strategies to support their students and identify key assignments that could help to raise their students grades.  (IN 10)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To provide staff professional development on Long Beach City college and how to support our students in 9-11 grade in LBCC courses. Teacher of student supports will meet monthly with LBCC and the Pathway coordinator to discuss student supports and strategies to support students. This monthly training will help staff by providing them with the additional tools necessary to build meaningful relationships with their students and increase thier academic success. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

NAF Academy curriculum resources, foundation supports and technology upload capabilities to meet Linked Learning certification through the NAF Academy platform. (SM 3)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
We need to purchase medals and other items for graduation and awards. We also need to purchase Tshirts for culture and climate, student recognition and incentives. We need funds set aside for intramural sports program for equipment. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> <p>Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily</p>	<p>My Perspectives, 2017, Pearson</p>

fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: [www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf](http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf)

The English Language Arts Scope and Sequence is available at: [http://www.lbschools.net/Departments/Curriculum/ELA/curriculum\\_docs\\_HS.cfm](http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm)

teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

#### Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

#### Homework

This independent practice reinforces or extends the instruction or learning done in class. Teachers use

the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p>	<p>My Perspectives, 2017, Pearson</p>

(ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: [www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf](http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf)

The English Language Arts Scope and Sequence is available at: [http://www.lbschools.net/Departments/Curriculum/ELA/curriculum\\_docs\\_HS.cfm](http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm)

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations

**Accountability Measure 1: Increase Achievement**

**Core Programs (ELA, Writing, Math)**

**Core Program - Math**

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p><b>Algebra 1</b> The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.</p>	<p><b>Formative Assessments</b> Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> <li>• Tests (district exams and classroom tests)</li> <li>• Quizzes</li> <li>• Project work that assesses a student’s understanding</li> </ul> <p><b>Classwork/Activities</b> Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> <li>• In class assignments</li> <li>• Project work completed in class</li> <li>• Notes</li> <li>• Warm-ups</li> <li>• Graded participation</li> </ul> <p><b>Homework</b> Graded work completed outside of class such as any of the following:</p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Project work completed outside of class</li> </ul> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

## Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

## Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to

include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

#### Pre Calculus

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

Introduction to Applied Math;

College and Career Ready Mathematics;

Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.

Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.

For other math offerings and the full catalog of high school courses, please visit:

<https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf>



## Accountability Measure 1: Increase Achievement

### Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture and Climate Culture-Climate Survey (Student-Staff) 100	We need to purchase medals and other items for graduation and awards. We also need to purchase Tshirts for culture and climate, student recognition and incentives. We need funds set aside for intramural sports program for equipment.	All Students	LCFF \$2,500 Materials - LCFF 100%	08/15/2023 - 06/15/2024 Quarterly	Tomika Romant Kirsitie Ishikawa Head Counselor Pathway Coordinator	GPA Awards recognition Culture- Climate Survey (Student-Staff) 100
Graduation Culture-Climate Survey (Student-Staff) 100	We need to set aside funds to pay for graduation fees and the senior awards banquet.	All Students, All Staff	LCFF \$5,000 Materials - LCFF 100%	07/01/2023 - 06/15/2024 Annually	Tomika Romant	Anually Culture- Climate Survey (Student-Staff) 100

Items for the CTE Culinary program A-G Rate 100	We need supplemental materials for our Culinary Program	All Students	LCFF \$2,500 Materials - LCFF 100%	08/15/2023 - 06/15/2024 Weekly	Stefanie Kelly Tomika Romant Carolyn Doll	Materials for the CTE classes A-G Rate 100
Pathway development for student equity, college and career readiness. Core Curriculum 100	NAF Academy curriculum resources, foundation supports and technology upload capabilities to meet Linked Learning certification through the NAF Academy platform.	All Students	Title 1 \$3,000 Materials - Title 1 100%	08/30/2023 - 06/15/2024 Weekly	Principal Pathway Coordinator Head Counselor	Survey data NAF Academy targets NAF Certification Core Curriculum 100
At promise students, who are at risk due to low attendance and additional interventions Attendance/Chronic Absenteeism Rate 50, Suspension/Expulsion Rate 50	Browning has an over 9.5 % suspension rate in effort to support students who are at promise. We need an additional period of support from our Dean of Students. The Dean of students she will support students who are at promise, with attendance, parent outreach, and restorative justice support between students.	All Students	Title 1 \$27,822 Teacher on Special Assignment (TOSA) .17 FTE - Title 1 100%	08/15/2023 - 06/15/2024 Daily	Tomika Romant Kirstie Ishikawa	Daily Attendance/Chronic Absenteeism Rate 50, Suspension/Expulsion Rate 50

Students need supplemental materials for supplemental college courses. A-G Rate 100	LBCC students in grades 9-12 will taking LBCC courses. They need supplemental materials for their college courses.	Low SES, Other Targeted Students	Title 1 \$3,000 Materials - Title 1 100%	08/15/2023 - 06/15/2024 Annually	Tomika Romant	Annually A-G Rate  100
Based on student needs for college and career readiness, competition opportunities, post-secondary schools scholarship, and industry professional recommendations. D/F Rate 100	C-CAP Career Readiness - to enhance culinary arts programs in public school and better prepare underserved students for college and career opportunities in the restaurant and hospitality industry.	All Students	Title 1 \$5,600 Services - Title 1 100%	08/30/2023 - 06/15/2024 Semester	CTE Department Chair CTE teachers Principal	CTE teaches will review and assess student engagement and readiness for industry sector competencies. D/F Rate 100
LBCC Summer Program Early College Support Other College Readiness Measures 100	In the 2023-2024 school year, we will have our first graduating class from LBCC. Students will have their ADT in Hospitality. In the summer before senior year the students need to take two LBCC college courses over a five week period. These classes are enrichment classes	Other Targeted Students	Title 1 \$13,703 Teacher Hourly Extra Comp ( 2 ) for 49 hours annually - Title 1 100% Manager Additional Assignment ( 1 ) for 45 hours annually - Title 1 100%	07/01/2023 - 07/15/2023 Other	Tomika Romant, Daniel Miyake	Pass rate of LBCC summer school course Other College Readiness Measures  100

<p>Pass data shows that when Browning students were required to go to LBCC campus they did not. Only 2 of 30 students attended. In order to provide additional support for our students LBCC will offer the two classes on campus during the summer. To support students we will have two Browning certificated staff serving as Teacher of Student support in the classroom along with an Administrative designee to supervise students. We are asking for coverage for 5 hours per day and an additional one hour a week to collaborate with LBCC staff. This support will help keep our LBCC students on track to graduate in 2024.</p>					
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Building relationships, Study Skills and SEL A-G Rate 50, Culture-Climate Survey (Student-Staff) 50	We would like to offer 9th grade orientation to create relationships with the incoming 9th grade students. They would build relationships with each other and with staff, learn organization, study skills and team building.	Identified At-Risk Students, Other Targeted Students	Title 1 \$3,759 Teacher Hourly P Schedule ( 4 ) for 12 hours annually - Title 1 100%	08/15/2023 - 08/25/2023 Annually	Carolyn Doll Kirstie Ishikawa Analilian Flores	Quarterly A-G Rate  50, Culture-Climate Survey (Student-Staff) 50
Items for the CTE Culinary program D/F Rate 50, Core Curriculum 50	We need supplemental materials for ELA, Math, and Science programs. These materials are not covered by the district, for example special notebooks for students to take notes in IDS class, white boards, additional reading for students in our AP classes and additional materials for students in Food Science for their labs.	All Students	Title 1 \$2,000 Materials - Title 1 100%	08/30/2023 - 06/15/2024 Weekly	Tomika Romant Bryan Bayer Jason Thomas Kesley Hutchinson	Annually D/F Rate 50, Core Curriculum 50

<p>D/F Rate Achievement gap ELL D/F Rate 50, A-G Rate 50</p>	<p>College aides (3) The goal is to assist, motivate and encourage positive learning patterns and behaviors directly related to classroom instruction D/F, A/G rate. (1 for ELL 2 for college and career). College aides will engage in classrooms and student support with direct contact to meet A-G requirements and decrease the achievement gap. College aides will meet with the Pathway coordinator and counselor regarding student progress.</p>	<p>English Learners, African-American, All Students, Hispanic</p>	<p>Title 1 \$27,876 College Student Aide ( 3 ) for 492 hours annually - Title 1 100%</p>	<p>08/30/2023 - 06/15/2024 Monthly</p>	<p>Certificated Teachers Pathway coordinator Counselor Principal</p>	<p>College aides will engage classrooms and student support with direct contact to meet A-G requirements, support ELL Learners and decrease the achievement gap. College Aides will meet with the pathway coordinator and counselor regarding student progress D/F Rate 50, A-G Rate 50</p>
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Student support services Culture-Climate Survey (Student-Staff) 100	We need recreation aides to support the safety, supervision climate and culture for college and career readiness and to establish positive relationships with students for college and career readiness.	All Students	LCFF \$16,286 Hourly - Recreation Aide ( 3 ) for 300 hours annually - LCFF 100%	08/15/2023 - 06/15/2024 Weekly	Tomika Romant DeAndre Richardson	Student will complete CORE Survey Culture-Climate Survey (Student-Staff) 100
Culture and Climate and academic support. Culture-Climate Survey (Student-Staff) 100	Staff will conduct outreach to Browning families, to provide support on our Pathway and Early college program and inform parents on all of the interventions that are available to their students.	All Parents, English Learners, All Students	LCFF \$1,384 Teacher Hourly Extra Comp ( 4 ) for 4 hours annually - LCFF 100%	08/15/2023 - 06/15/2024 Annually	Tomika Romant	Culture and Climate and enrollment numbers Culture-Climate Survey (Student-Staff) 100

**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

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

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**

**Professional Development**



<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
9th grade intervention. D/F Rate  40, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff)  40	Browning is in their fifth year of Break Through Success Community (BTSC). BTSC is an intervention program through CORE to support 9th grade students transition to High School. BTSC focuses on intervention, teacher/student relationships, PDSA cycles to improve student's success. Teachers need release time to attend the district cohort meetings.	Title 1 \$1,520 Substitute teacher full day ( 6 ) for 1 days - Title 1 100%	02/01/2023 - 06/15/2023 Annually	Tomika Romant Caroly Doll	Core Survey, Student pass rate

<p>Student Sense of Belonging and Academic Achievement A-G Rate 50, Culture-Climate Survey (Student-Staff) 50</p>	<p>As a Linked Learning school, departments need time to collaborate in order to create integrated projects across grade levels and departments. Doing so would increase academic achievement and sense of belonging amongst students and staff. Four staff members for the 10th grade team would have the option to collaborate up to 8 hours twice this year to develop our project based learning lesson for 10th grade students that also include learning outcomes.</p>	<p>Title 1 \$2,027 Substitute teacher full day ( 4 ) for 2 days - Title 1 100%</p>	<p>10/15/2023 - 06/15/2024 Semester</p>	<p>Selected STAFF</p>	<p>The implementation of PBL in the 10th grade.</p>
<p>Curriculum alignment A-G Rate  50, Core Curriculum 50</p>	<p>The Math Department will collaborate with the Renaissance Math Department and OCIPD to collaborate around Unit Assessments. This will help with best practices, curriculum alignment and student achievement.</p>	<p>Title 1 \$1,014 Substitute teacher full day ( 4 ) for 1 days - Title 1 100%</p>	<p>10/05/2023 - 06/15/2024 Semester</p>	<p>Neil Malone Erika Spurlin Joseph Shim Ashley Thomas</p>	<p>Semester</p>

<p>Providing professional development for our teacher and give them strategies to support students. D/F Rate 50, A-G Rate 50</p>	<p>To provide staff professional development on Long Beach City college and how to support our students in 9-12 grade in LBCC courses. Teacher of student supports will meet monthly with LBCC and the Pathway coordinator to discuss student supports and strategies to support students. This monthly training will help staff by providing them with the additional tools necessary to build meaningful relationships with their students and increase thier academic success.</p>	<p>Title 1 \$3,782 Teacher Hourly PD Stipend ( 10 ) for 8 hours annually - Title 1 100%</p>	<p>08/31/2023 - 06/15/2024 Monthly</p>	<p>Tomika Romant Daniel Miyake</p>	<p>Monthly</p>
<p>Increase the number of students who are on to track to meet track a-g D/F Rate 50, A-G Rate 30, Culture-Climate Survey (Student-Staff) 20</p>	<p>Members from Browningâ€™s leadership team will engage in site learning walks in order to improve our pedagogy and teacher professional development around equitable instructional practices. In order to increase support for all students, including at promise sub groups centered on our site's equity focus question for the year.</p>	<p>Title 1 \$2,755 Substitute teacher half day ( 10 ) for 2 days - Title 1 100%</p>	<p>09/20/2023 - 06/10/2024 Semester</p>	<p>Tomika Romant</p>	<p>By semester, learning walk data</p>

A-G pass rate Staff D/F Rate 50, A-G Rate 50	As a Linked Learning school, departments need time to collaborate in order to create integrated projects across grade levels and departments. Doing so would increase academic achievement and sense of belonging amongst students and staff. 16 staff members would have the option to collaborate up to 8 hours outside of school hours.	Title 1 \$6,052 Teacher Hourly PD Stipend ( 16 ) for 8 hours annually - Title 1 100%	08/01/2023 - 06/15/2024 Quarterly	Tomika Romant Daniel Miyake Selected staff	Monthly
D/F rate A-G rate D/F Rate 50, Core Curriculum 50	The D/F rate in Math, Science, ELA and History has been high for several years, and there is need for teachers to plan within their department to discuss instructional strategies, align curriculum and pacing, and grading practices in order to meet the needs of our students. The Math, Science, ELA and History, department will plan up to four hours outside of school hours.	Title 1 \$1,892 Teacher Hourly PD Stipend ( 10 ) for 4 hours annually - Title 1 100%	08/15/2023 - 06/15/2024 Semester	Tomika Romant Kelsey Hutchinson Jason Thomas Bryan Bayer Carolyn Holler	D/F rate, lready data, twice a semester

### Accountability Measure 3: Professional Development

## Teacher Involvement

<b>Describe Teacher Involvement</b>
<b>Written Analysis</b>

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Parent communication on how to support their student academically and awareness around college admission and high school graduation requirements Culture-Climate Survey (Parent) 100	Apply the funds to buy materials for parents for monthly parent workshops and to pay for presenters if needed and translators in order to increase parent and school communication and increase Culture and Climate and sense of belonging amongst our parents.	Par Inv \$2,094 Hourly - Intermediate Office Assistant ( 1 ) for 20 hours annually - Par Inv 100% Materials - Par Inv 100% Services - Par Inv 100%	08/29/2023 - 06/15/2024 Monthly	Prinicpal Head Counselor	Parent meeting attendance and CORE Survey results

### 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)	232313
Title I Parent and Family Involvement (3008)	2191

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	30520

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

Spring Adjustment:

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

### **Title I Reservations**

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

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

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

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

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

### **Homeless Education**

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

### **Social Worker: Foster Care**

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

### **Behavior Specialist**

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

### **Male and Female Leadership Academy**

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



academies.

### **Research LROIX Development**

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

### **Centralized Services**

#### **Middle School Summer Bridge**

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

#### **Homework Helpline 562.437.2859**

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

#### **Travel/Conferences**

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

#### **Education Celebration**

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

#### **CORE**

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

#### **Data PD / Summer Admin PD**

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

#### **Supplemental Examinations**

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

achievement and skill acquisition.

**Kinder Festivals**

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

**Robotics**

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

**SEAL Summer Program**

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

**APEX Online**

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

**Youth Orchestra**

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

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Tomika Romant	
Staff	Classroom Teacher	Melinda Rappe	06-15-2024
Staff	Classroom Teacher	Analilian Flores-Montano	06-15-2024
Staff	Classroom Teacher	Stefanie Kelly	06-15-2024
Staff	Classroom Teacher	Joseph Shim	06-15-2025
Staff	Non Classroom Teacher	Vanessa Leos-Lugo	06-15-2024
Community	Parent	Racheal [REDACTED]	06-15-2024
Community	Parent	Kenniece [REDACTED]	06-15-2024
Community	Parent	Tasha [REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024

## 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)	Rachel [REDACTED]
DELAC Representative	Parent of EL Student (required)	Felipe [REDACTED]
Principal or Designee	Staff Member (required)	Tomika Romant
Secretary	Staff Member (required)	Miriam Mejia

Name	Representing
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## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/09/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Continue to develop a culture of accountability during Restorative Circles. Selected topics address identified concerns generated from accumulated data.</p> <p>Continue to develop a strong student leadership group that works to strengthen a culture of accountability. Be intentional about student voice and empowerment.</p> <p>Connect learning activities to visible outcomes that celebrate the learning taking place in the Browning community. For instance, projects that culminate in a mural/poster that can be displayed on the walls. More public celebrations of learning....student artwork, events, activities. Create a central location for student work to be displayed.</p> <p>Hold schoolwide work based learning and project based learning activities with student to increase real world application, sense of belonging and hands on experience.</p> <p>For English Learners next year, consider placing students who need it, in an Academic Study Skills class in order to give them more academic support.</p> <p>For the tutorial peri</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades RFEP Student Grades EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/19/2023
6. What was SSC's response to ELAC recommendations?	Look to create an additional intervention class for ELL students if it can fit in their schedule. Give teachers time to collaborate on support for ELL students.

## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/19/2023
2. The SSC approved the **Home-School Compact** on 01/18/2023
3. The SSC approved the **Parent Involvement Guidelines** on 01/18/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/19/2023
6. The SPSA was approved at the following SSC Meeting: 10/19/2023

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

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

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

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



## **Richard D. Browning High School**



The staff and parents/guardians at Richard D. Browning High School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Browning High School agree to implement the following activities:

### **THE SCHOOL**

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

### **THE HOME**

- Parents/Guardians will send their students to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide time for their students to study and check his/her work.
- Parents/Guardians will talk and review their students' academic progress in school daily.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their students.
- Parents are responsible to make sure that their students adhere to all school and LBUSD guidelines.

### **THE STUDENT**

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







## Richard D. Browning High School



El personal y los padres / tutores de Richard D. Browning High School tienen altas expectativas de los estudiantes en la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes, el personal y los padres / tutores de Browning High School acuerdan implementar las siguientes actividades:

### LA ESCUELA

- La escuela proporcionará un programa instructivo riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.
  - 
  - El personal de la escuela será un modelo positivo para los estudiantes.
    -
  - La escuela proporcionará tutoría después de la escuela cuando haya recursos disponibles.
    -
  - La escuela involucra a los padres / tutores en el gobierno de la escuela.
    -
  - La escuela mantendrá a los padres informados sobre el progreso de su hijo.

### EL HOGAR

- Los padres / tutores enviarán a sus hijos a la escuela bien descansados, teniendo la oportunidad de desayunar o desayunar a tiempo todos los días.
  -
- Los padres / tutores proporcionarán un lugar tranquilo para que sus hijos estudien y revisen su trabajo.
  -
- Los padres / tutores hablarán, leerán o escribirán con sus hijos por lo menos 20 minutos cada noche.
  -
- Los padres / tutores asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.

### EL ESTUDIANTE

- Los estudiantes llegarán a la escuela preparados para aprender llegando a tiempo y bien descansados.
- Los estudiantes serán aprendices responsables prestando atención en clase, leyendo todos los días y haciendo su mejor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantendrán una actitud positiva y serán un aprendiz cooperativo y comprometido.
  - Los estudiantes interactuarán con maestros y compañeros de una manera positiva.



## Richard D. Browning High School Family Involvement Guidelines 2023 - 2024

As a school that receives Title I, Part A (Title I) funds, Browning High 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 Browning High 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

Browning High 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. Browning 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 a 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. Browning 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. Browning will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school yearly:
    - At SSC and ELAC meetings
    - Family information meetings
    - School site council must vote to approve the guidelines
  4. Browning 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 Schoolloop and teleparent
    - Child care provided
  5. Browning 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. Browning 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. Browning 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. Browning 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. Browning 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 STUDENT HIGH ACADEMIC ACHIEVEMENT

1. Browning High 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:
  - Direct school to home contact quarterly regarding academic progress
  - Direct school to home contact regarding truancy and attendance
  - 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. Browning High 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
  - [Electronic distribution will be sent to parents by 8/15/2023](#)
3. Browning High 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. Browning High 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
  - College and Career Readiness Workshops
  - Financial Aid Workshop
  - PSAT & SAT Results
5. Browning High 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 [using Canvas, Zoom, or in person meetings](#)
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
  - [Miriam Mejia, Bilingual Intermediate Office Assistant](#) 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**

Browning High School’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on [01/18/2023](#) and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before [09/20/23](#). Browning High School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

*Tomika Romant*  
Signature of Principal

1/18/2023  
Date

*For Elementary, K-8, and Middle Schools, revised 7/2017*

Escuela Secundaria Richard D. Browning  
Pautas de Participación Familiar 2023 - 2024

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Secundaria Browning ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, las Pautas de Participación Familiar de la Escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen las expectativas de la Escuela Secundaria Browning para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado en las Pautas de Participación Familiar de la Escuela.

## **PARTE I**

- La Escuela Preparatoria Browning acuerda implementar los siguientes requisitos:  
Desarrollar conjuntamente con las familias de los niños participantes y distribuir las Pautas de Participación Familiar en la Escuela que la escuela y las familias de los niños participantes acuerden.
- Notificar a las familias acerca de las Pautas de participación de la familia en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuir estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices para la participación de las familias en la escuela.
- Actualizar periódicamente las Directrices sobre la participación de las familias en la escuela para satisfacer las necesidades cambiantes de las familias y de la escuela.
- Adoptar el pacto entre el hogar y la escuela como componente de las Directrices para la participación de la familia en la escuela.
  
- Acepta regirse por la siguiente definición estatutaria de participación familiar, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

## **PARTE II**

### **DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA**

1. Browning tomará las siguientes medidas para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de la familia en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - Asistencia a uno de los cursos de formación del distrito o del centro escolar. Los temas incluyen:
    - i. Responsabilidades y funciones del SSC y sus miembros
    - ii. Composición de los SSC
    - iii. Consideraciones presupuestarias
    - iv. Plan único para el rendimiento estudiantil
    - v. Papel de ELAC y otros comités asesores
  - Planificar una reunión con los miembros del SSC y del ELAC para revisar las directrices del año anterior y las actividades de participación de las familias descritas en el Plan Único para el Rendimiento Académico de los Alumnos.
    - i. Invitar a otras familias y partes interesadas a asistir a la reunión
    - ii. Anúncielo en el Boletín del Título I, en la noche de regreso a clases, a través de teleparent, etc.
  - En la reunión

- i. Revise el Plan Único para el Logro Estudiantil y, como grupo, anote los cambios y haga los ajustes (supresiones o adiciones) según sea necesario.
- ii. Redactar o actualizar las directrices para la participación de las familias y los pactos entre el hogar y la escuela.
- iii. Disponer de traducciones orales y escritas para las familias españolas y jemerres que permitan el debate.

2. Browning tomará las siguientes acciones para distribuir a las familias y a la comunidad local, las Directrices de Participación Familiar de la escuela:

- En una reunión del SSC y ELAC
- Sección del Boletín
- Reunión anual del Título I
- Mostrador de la Oficina Principal
- Noche de Regreso a la Escuela

3. Browning actualizará periódicamente sus Directrices de Participación Familiar para satisfacer las necesidades cambiantes de las familias y la escuela anualmente:

- En las reuniones del SSC y ELAC
- Reuniones informativas para las familias
- El consejo escolar debe votar para aprobar las directrices

4. Browning convocará una Reunión Pública Anual del Título I para informar a las familias de lo siguiente:

- Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar
- Celebrar un número flexible de reuniones en diferentes momentos
- Notificaciones / folletos enviados a casa en un idioma que las familias puedan entender
- Anuncio en la marquesina de la escuela, a través de Schoolloop y teleparent
- Se proporciona servicio de guardería
- 

5. Browning proporcionará información actualizada a las familias sobre los programas del Título I a lo largo del año escolar:

- Sección del Boletín
- En el mostrador de la oficina principal
- En SSC, reuniones ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)
- 

6. Browning proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica que se emplean para medir el progreso de los alumnos y los niveles de competencia que se espera que alcancen. Browning también ofrecerá la oportunidad de celebrar reuniones periódicas para formular sugerencias y participar, según proceda, en las decisiones relativas a la educación de sus hijos:

- Talleres familiares; Encuestas familiares
- Charlas con el director
- Boletines escolares
- Noche de vuelta al cole
- En las reuniones del SSC y ELAC
- 

7. Browning coordinará e integrará programas y actividades de participación familiar con Head Start, Early Reading First, preescolares públicos y otros programas que alienten y apoyen a las familias a participar más plenamente en la educación temprana de sus hijos mediante:

- Coordinación del jardín de infancia de transición en los centros seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. Browning presentará al distrito cualquier comentario de las familias si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del consejo escolar

### **PARTE III**

#### **RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

1. Browning High School construirá la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades descritas específicamente a continuación:
  - Contacto directo trimestral entre la escuela y el hogar en relación con el progreso académico
  - Contacto directo entre la escuela y el hogar en relación con el absentismo escolar y la asistencia.
  - Formación del distrito para las familias y el personal
  - Talleres de educación familiar in situ
  - Conferencias familia-profesor
  - Talleres familiares publicados en el sitio web del distrito
  - DCAC, DELAC y otros foros/reuniones familiares del distrito
  - Recursos del sitio web del distrito: haga clic en "P" para Universidad de Padres
2. La Escuela Secundaria Browning incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de Participación Familiar en la Escuela:
  - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
  - Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
  - El consejo escolar debe votar para aprobar el pacto
  - La distribución electrónica se enviará a los padres antes del 8/15/2023
3. Browning High School, con la asistencia de su distrito, proporcionará asistencia a las familias de los niños atendidos por la escuela en la comprensión de temas como los siguientes
  - los estándares de contenido académico del estado
  - las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
4. Browning High School, con la asistencia del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación de la familia, por:
  - Talleres familiares
  - Talleres de preparación universitaria y profesional
  - Talleres de ayuda financiera
  - Resultados de los exámenes PSAT y SAT
5. La Escuela Secundaria Browning, con la asistencia del distrito y las familias, educará a sus maestros y otro personal, en cómo llegar a, comunicarse con, y trabajar con las familias como socios iguales, por:
  - In-servicios para maestros/personal usando Canvas, Zoom, o reuniones en persona.
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas familiares, reuniones y otras actividades, se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puedan entender:
  - Miriam Mejía, Asistente Bilingüe de la Oficina Intermedia hará las traducciones de los materiales escritos/notificaciones que se envíen a las familias.



#### **PARTE IV.**

### **COMPONENTES DISCRECIONALES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA**

Las Directrices sobre la participación de las familias en la escuela pueden incluir párrafos adicionales en los que se enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida emprender para fomentar la capacidad de las familias de participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- implicar a las familias en el desarrollo de la formación de profesores, directores y otros educadores para mejorar la eficacia de dicha formación
- proporcionar la formación necesaria en alfabetización a las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para dicha formación;
- pagar los gastos razonables y necesarios relacionados con las actividades de participación familiar, incluidos los gastos de transporte y cuidado de niños, para que las familias puedan participar en reuniones y sesiones de formación relacionadas con la escuela;
- formar a las familias para potenciar la participación de otras familias;
- con el fin de maximizar la implicación y la participación de las familias en la educación de sus hijos, organizar reuniones escolares en distintos horarios, o realizar conferencias en casa entre los profesores u otros educadores, que trabajan directamente con los niños participantes, con las familias que no pueden asistir a esas conferencias en la escuela;
- adoptar y aplicar enfoques modelo para mejorar la participación de las familias
- establecer un consejo asesor de familias a nivel de distrito (DCAC) para asesorar sobre todos los asuntos relacionados con la participación de las familias en los programas del Título I, Parte A;
- desarrollar funciones adecuadas para las organizaciones comunitarias y las empresas, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- proporcionar otro tipo de apoyo razonable para las actividades de participación familiar en virtud de la sección 1118 que las familias puedan solicitar.

\* \* \* \* \*

#### **PARTE V.**

### **ADOPCIÓN**

Las Pautas de Participación Familiar de la Escuela Secundaria Browning han sido desarrolladas conjuntamente con, y acordadas por las familias de los niños que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por la escuela secundaria Browning. Las Guías fueron adoptadas por los miembros del Concilio Escolar el 18/01/2023 y estarán en efecto por el periodo de un año escolar. La escuela distribuirá las Directrices a todas las familias en o antes de 09/20/23. Browning High School, cuando sea posible, proporcionará una copia de estas Directrices a las familias en un idioma que la familia pueda entender.

Tomika Romant

Firma del Director