

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Browning

School Plan for Student Achievement
2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

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

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

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

DELAC Recommendations:

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

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Our A-C pass rate for the 2023-2024 school year for English is the following:

ELA Semester 1 A-C rate 76%

ELA Semester 2 A-C rate 77%

Our A-C pass rate for the 2022-2023 school year for English is the following:

ELA Semester 1 A-C rate 72%

ELA Semester 2 A-C rate 75%

Our A-C pass rate data for the 2021-2022 school year for English is the following:

ELA Semester 1 A-C rate 77.428%

ELA Semester 2 A-C rate 71%

ELA Goals

Our ELA Goal for the 2024-2025 school year is to increase our A-C rate by 5% to an overall A-C rate of (84%)

For the 2024-2025 school year, our ELA subgoal is to increase the A-C rate for students from low socioeconomic status (SES) backgrounds and Hispanic students by 6% to ensure equitable growth and move closer to closing the achievement gap. (indicated as target area in red on the California Dashboard).

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

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%)

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.

We will measure our goals by internal and district walkthroughs, analyzing A-C data, and other district assessments (Edulastic, Unit Assessments)

To ensure progress toward our 2024-2025 ELA goal and subgoal, we will implement the following progress monitoring methods:

Quarterly Grade Analysis

Regular review of A-C rates for all students, with disaggregated data for low SES and Hispanic students.

Identification of trends and intervention needs based on grade distribution.

Make adjustments based on this data as needed.

Department Analysis of District Student Assessment Data

ELA department will analyze student performance on formative and summative assessments.

Specific focus on assessments to gauge collaboration and critical thinking in line with ELA standards.

Classroom Observations

The administration and the ELA department will conduct regular internal learning walks to learn instructional best practices from each other.

Co-Teaching Training and Implementation

Teachers will engage in co-teaching professional development to address diverse learning needs better.

Observation of co-taught classes to ensure effective collaboration and inclusive instruction.

These methods will be reviewed quarterly in departments and as a site to assess progress and make adjustments to achieve the overall goal and subgroup-specific subgoal.

Comprehensive Needs Assessment: Mathematics

Math Findings

The Math A-C Rate for the 2023-2024 school year is the following:

Math Semester 1 A-C 60%

Math Semester 2 A-C 53%

The Math A-C Rate for the 2022-2023 school year is the following:

Math Semester 1 A-C 63%

Math Semester 2 A-C 62%

The Math A-C rate for the 2021-2022 school year is the following:

Math Semester 1 D/F rate 64%

Math Semester 2 D/F rate 60%

The Math A-C rate for the 2020-2021 school year is the following:

Math Semester 1 A-C rate was 43%

Math Semester 2 A-C rate 39%

Math Goals

The math goal for the 2024-2025 school year is to increase the A-C rate by 15% to an overall rate of 68%

For the 2024-2025 school year, our subgoal is to increase the A-C rate in math for students from low socioeconomic status (SES) backgrounds and Hispanic students by 18%, raising their overall A-C rate to 65%. (An indicated target area in red on the California Dashboard)

Our math goal for the 2023-2024 school year is to increase our A-C rate by 10% to an overall level of 72% A-C rate

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.

****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.

We will measure our goals by internal and district walkthroughs, analyzing A-C data, and other district assessments (Edulastic, Unit Assessments)

To ensure progress toward our 2024-2025 Math goal and subgoal, we will implement the following progress monitoring methods:

Quarterly Grade Analysis

Regular review of A-C rates for all students, with disaggregated data for low SES and Hispanic students.

Identification of trends and intervention needs based on grade distribution.

Make adjustments based on this data as needed.

Department Analysis of District Student Assessment Data

The Math department will analyze student performance on formative and summative assessments.

Specific focus on assessments to gauge collaboration and critical thinking in line with Math standards.

Classroom Observations

The administration and the Math department will conduct regular internal learning walks to learn instructional best practices from each other.

Co-Teaching Training and Implementation

Teachers will engage in co-teaching professional development to address diverse learning needs better.

Observation of co-taught classes to ensure effective collaboration and inclusive instruction.

These methods will be reviewed quarterly in departments and as a site to assess progress and make adjustments to achieve the overall goal and subgroup-specific subgoal.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Out of 324 students, Browning has 47 EL students, 7 are being monitored and 59 students has been completely exited.

79% of ELL students earned an A-C rate in their classes in the Fall Semester of 2024. In the Spring of 2024 or ELL A-C rate was 715. In the first semester our students were 11% than semester 1 on 2023-2023 and in Semester 2 our ELL students 8% higher than the Spring of 2022-2023

English Learner Goals

****At least 4 out of 42 ELL students will be redesignated in the 24-25 school year. By providing targeted professional development, creating opportunities for collaboration, offering additional tutoring support, and implementing schoolwide strategies like Kagan Cooperative Learning.**

Increase the A-C rate in ELL students by 5% our A-C rate last year for ELL students in Semester 1 79% and semester 2 was 71% in the 24-25 school year.

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.

We will measure our goals by internal and district walkthroughs, analyzing A-C data, and ELPAC data.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

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%. The suspension rate from the 2023-2024 school year was 14%.

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%) 2023-2024 (14%)

Sense of belonging (school connectedness was 48%; this is a 3% decrease from the 2022-2023 school year.

Based on our 23-24 CORE Survey, our Climate for Learning increased by 2%.Cultural Awareness and Action decreased by 10%, Safety increased by 2% and Sense of Belonging decreased by 3%

Based on our Spring Pulse Survey we decreased in the following areas from the Winter of 2023:

Identity 4%

Agency 4%

Belonging 1%

Safety 7%

Culture/Climate Goals

Decrease the Overall Suspension Rate:

Reduce the overall suspension rate by 5% by implementing restorative practices, proactive behavior interventions, and teacher training in culturally responsive classroom management.

Targeted Reduction Suspension for Key Student Groups:

Reduce suspension rates by 6% for students from low SES backgrounds, African American students, students with disabilities, homeless youth, and foster youth through targeted interventions, mentorship programs, and individualized behavior support plans (An indicated target area of red on the California Dashboard)

Improve Students' Sense of Belonging and Self-Efficacy:

Increase students' self-efficacy and sense of belonging by 3% by June 2025, as measured by CORE and Pulse Survey results.

****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. ****School-wide 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.

We will measure our goals by internal and district walkthroughs, student support surveys, CORE and Pulse Data, and student interviews.

Progress Monitoring Plan:

Analyze suspension rates by student demographics (overall, low SES, African American, students with disabilities, homeless, and foster youth).

Identify trends and patterns to adjust interventions proactively.

Behavioral Referrals and Intervention Tracking:

Monitor the number and types of behavior referrals monthly.

Track the effectiveness of restorative practices and behavior support and counseling interventions.

Staff Collaboration:

Hold monthly meetings with behavior support teams, counselors, and administrators to discuss progress and refine practices.

Incorporate feedback from staff on the effectiveness of training and restorative practices.

Focus Groups and Interviews:

Conduct quarterly student focus groups to gain deeper insights into their experiences and identify areas for improvement.

Attendance and Engagement Metrics:

Monitor attendance, participation in school activities, and engagement in leadership opportunities as indirect measures of sense of belonging.

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) 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> <p>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%)</p> <p>Summary of English Teachers' Professional Development for the Prior School Year:</p> <p>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</p>	Goal Partially or Not Met	<p>Our A-C pass rate for the 2023-2024 school year for English is the following: ELA Semester 1 A-C rate 76% ELA Semester 2 A-C rate 77%</p> <p>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%) As a result this goal was not fully met.</p>	<p>1. ELA Curriculum Alignment: Teachers will be provided professional development by the curriculum office to plan and align their curriculum.</p> <p>2. Project-Based Learning (PBL): Teachers engaged in project-based learning over the summer and throughout the year to increase student achievement.</p> <p>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.</p> <p>4. Student Study Team Professional Development: Staff were provided professional development on Tiered intervention to support students and help identify and address students' unique needs.</p> <p>5. Department Collaboration: Funding was provided for teacher's after-school collaboration among ELA department members. The time is</p>

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.

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4. **Internal Staff Instructional Walkthroughs on Cooperative Learning and ELL Strategies:** Teachers engaged in

used to share best practices, analyze data, and develop common assessments to monitor student progress.

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)			
Math	<p>1) 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 out A-C rate from the previous year.</p> <p>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</p> <p>**Summary of Math Department Professional Development for the Last School Year:**</p> <p>1. **Kagan Cooperative Learning Strategies:** Math department staff participated in professional development on Kagan Cooperative Learning strategies.</p>	Goal Partially or Not Met	<p>The Math A-C Rate for the 2023-2024 school year is the following: Math Semester 1 A-C 60% Math Semester 2 A-C 53%</p> <p>The Math A-C Rate for the 2022-2023 school year is the following: Math Semester 1 A-C 63% Math Semester 2 A-C 62% As a result this goal was not fully met.</p>	<p>**Summary of Math Department Professional Development for the Last School Year:**</p> <p>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.</p> <p>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.</p>

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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

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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)

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)

English Learner	<p>1) 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%</p> <p>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)</p> <p>**Summary of ELL Professional Development and Support Initiatives:**</p> <p>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</p>	Goal Partially or Not Met	<p>Out of 324 students, Browning has 47 EL students, 7 are being monitored and 59 students has been completely exited. 79% of ELL students earned an A-C rate in their classes in the Fall Semester of 2024. In the Spring of 2024 or ELL A-C rate was 715. In the first semester our students were 11% than semester 1 on 2023-2023 and in Semester 2 our ELL students 8% higher than the Spring of 2022-2023</p>	<p>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)</p> <p>**Summary of ELL Professional Development and Support Initiatives:**</p> <p>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.</p> <p>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.</p>
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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

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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

improve their language proficiency and academic performance.

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	<p>which can benefit all students, including ELL students.</p> <p>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.</p>			
Culture/Climate	<p>1) 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</p>	Goal Partially or Not Met	<p>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%. The suspension rate from the 2023-2024 school year was 14%.</p> <p>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%) 2023-2024 (14%)</p>	<p>**Summary of Implementations to Improve Browning High School's Culture and Climate:**</p> <p>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.</p>

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

Sense of belonging (school connectedness was 48%; this is a 3% decrease from the 2022-2023 school year.

Based on our 23-24 CORE Survey, our Climate for Learning increased by 2%. Cultural Awareness and Action decreased by 10%, Safety increased by 2% and Sense of Belonging decreased by 3% Based on our Spring Pulse Survey we decreased in the following areas from the Winter of 2023:
 Identity 4%
 Agency 4%
 Belonging 1%
 Safety 7%

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

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.

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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

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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.

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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>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.</p> <p>(IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>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 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
<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. (IN 5)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>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. (IN 6)</p>	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>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 7)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

<p>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.</p> <p>(IN 8)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>BTSC is our 9th grade teacher team that support 9th grade at promise students and helps with supports and intervention to students. They have several professional development days throughout the year to discuss student supports. (IN 10)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>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 2025 and 2026.</p> <p>(IN 11)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>We would like to offer 9th grade orientation in August of 2024 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 13)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
<p>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 classes on campus during the summer. To support students and to increase student attendance, safety and communication, we need bilingual office support for our LBCC summer enrichment summer school. The bilingual office support will call families of students who are absent and will communicate with parents when they have questions, or we need to call them for conferences and emergencies.</p> <p>(IN 15)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

<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 their academic success. (PD 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>The D/F rate in Math, Science, ELA and History has been high for several years, and there is a 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. (PD 2)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>Members from Browning'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. (PD 3)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</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. 16 staff members would have the option to collaborate up to 8 hours outside of school hours. (PD 4)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</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. (PD 5)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</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. (PD 6)</p>	<p>(Does not apply to this goal)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Somewhat Impactful</p>
<p>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. (PD 7)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

A staff member attending the Cooking Around the World event will have the opportunity to engage in professional development in culinary arts, participate in collaborative workshops, and listen to guest speakers focused on increasing participation and engagement in the culinary and hospitality fields. The total expenses for travel are \$987. (PD 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Request for all staff to be trained on day 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. This training was already approved in the 2022-2023 school year. (PD 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (PI 1)	Somewhat Impactful	Somewhat Impactful	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)	(Does not apply to this goal)	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	Somewhat Impactful	Strong Positive Impact
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. (SM 4)	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)	Strong Positive Impact	Strong Positive Impact
LBCC students in grades 9-12 will taking LBCC courses. They need supplemental materials for their college courses. (SM 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

We need to purchase medals and other items for graduation and awards. We also need to purchase T-shirts for culture and climate, student recognition and incentives. We need funds set aside for intramural sports program for equipment. (SM 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
We need to set aside funds to pay for graduation fees and the senior awards banquet. (SM 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
We have a surplus of 6,899 unused LCFF funds. Browning would like to use 6,000 of the remaining funds to go towards our school sign out front. The school sign would increase sense of belonging and culture and climate on campus a college going culture on campus. (SM 10)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Browning High School Staff are teachers of student support for LBCC professors. They use their printer to print documents for college classes. For example, syllabi, journal articles, readings, and assignments. We need Ink and Toner for LBCC Teachers of Record. (SM 11)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
We need supplemental materials for ELA, Math, and Science programs. The district does not cover these materials, such as special notebooks for students to take notes in IDS class, whiteboards, additional reading for students in our AP classes, and additional materials for students in Food Science for their labs. (SM 12)	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Browning is an Early College High School. Students are encouraged to take AP classes to increase A-G requirements, college credits, and admission to four-year universities. Browning is a Title I school, and in order to decrease financial hardships and increase college access, the school covered the cost of the AP exams for students. (SM 13)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
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	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples	My Perspectives, 2017, Pearson

both speech and written response) becomes 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.

Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.

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 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: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

include the following:

- Interim district assessment
- Unit tests
- Portfolios

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks

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:

- 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.

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-</p>	<p>Interim Assessments 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"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p>	<p>My Perspectives, 2017, Pearson</p>

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

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 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: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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:

- 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

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 Precalculus.</p> <p>Algebra 1 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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <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>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

approach to help students gain confidence and competence in Algebra.

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.

Precalculus

Precalculus 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. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options

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 (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school

courses, please visit:
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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
Student support services Culture-Climate Survey (Student-Staff) 100	We need a recreation aide 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. Mr. Vega is on Paternity leave and his hours have been adjusted to reflect this change from a reduction of 400 hours to 360 hours total.	All Students	LCFF \$7,099 Hourly - Recreation Aide (1) for 360 hours annually - LCFF 100%	08/31/2024 - 06/15/2025 Weekly	Tomika Romant DeAndre Richardson	Student will complete CORE Survey Culture-Climate Survey (Student-Staff) 100

<p>Student Support in Math, ELA and multilingual support D/F Rate 30, A-G Rate 40, Algebra Participation/Pass 30</p>	<p>We will hold eight three-hour Saturday enrichment sessions focused on English Language Arts (ELA), math, and multilingual support to support our students' growth in essential academic areas. These sessions aim to provide targeted assistance for students needing extra support. We need at least one Teacher (3 hours). There also needs to be a School Administrator (4 hours) present when students are on campus and a Custodian (3 hours) to help clean the campus after students have been there.</p>	<p>All Students</p>	<p>LCFF \$7,623 Teacher Hourly P Schedule (1) for 24 hours annually - LCFF 100% Manager Additional Assignment (1) for 36 hours annually - LCFF 100% OT - Custodian (1) for 24 hours annually - LCFF 100%</p>	<p>11/12/2024 - 06/15/2025 Monthly</p>	<p>Tomika Romant</p>	<p>A-C rate D/F Rate 30, A-G Rate 40, Algebra Participation/Pass 30</p>
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Culture and Climate and academic support. Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 40	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 \$1,018 Teacher Hourly P Schedule (3) for 4 hours annually - LCFF 100%	10/01/2024 - 11/15/2024 Annually	Tomika Romant	Culture and Climate and enrollment numbers Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 40
School Safety and Supervision Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 20	We have increased our number of afterschool activities at Browning. We know have three afterschool sports program and Winter formal and prom. We need security to help supervise school events.	All Parents, All Students, All Staff	LCFF \$1,908 Hourly - Campus Staff Assistant (1) for 45 hours annually - LCFF 100%	08/15/2024 - 06/15/2025 Biweekly	Tomika Romant	Weekly Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 20
Graduation, Culture and Climate Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	We need to set aside funds to pay for graduation fees, medals and the senior awards banquet and campus beautification.	All Students, All Staff	LCFF \$6,000 Materials - LCFF 100%	08/30/2024 - 06/11/2025 Annually	Tomika Romant	Annually Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Increase the number of students who are on track to meet track a-g A-G Rate 40, Core Curriculum 60	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.	LCFF \$1,771 Substitute teacher half day (4) for 3 days - LCFF 100%	09/01/2024 - 06/13/2025 Semester	Tomika Romant	By semester, learning walk data

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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.	LCFF \$1,304 Hourly - Intermediate Office Assistant (1) for 35 hours annually - LCFF 100%	08/25/2024 - 06/11/2025 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)	0
Title I Parent and Family Involvement (3008)	0

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

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

State Programs *	Allocation
LCFF	29400

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Tomika Romant	06-13-2026
Staff	Classroom Teacher	German Bravo	06-13-2026
Staff	Classroom Teacher	Sierra Patheal	06-13-2026
Staff	Classroom Teacher	Joseph Shim	06-12-2025
Staff	Classroom Teacher	Lisa Banks	06-13-2026
Staff	Other School Personnel	Vanessa Leos Lugo	06-13-2026
Community	Parent/Community Member	██████████ Gonzalez	06-13-2025
Community	Parent/Community Member	██████████ Higgins	06-13-2026
Community	Parent/Community Member	██████████ Paul	06-13-2026
Community	Student	J ██████████	06-13-2026
Community	Student	B ██████████	06-13-2026
Community	Student	S ██████████	06-13-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	[REDACTED] Gonzalez
DELAC Representative	Parent of EL Student (required)	[REDACTED] Torres
Principal or Designee	Staff Member (required)	Tomika
Secretary	Staff Member (required)	Miriam

Name	Representing
[REDACTED] Urena [REDACTED]	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/13/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Saturday Enrichment Programs: Bring Back Saturday enrichment sessions to support all students. These sessions could focus on academic skills, tutoring, and assistance with missing or late work.</p> <p>Continue the ELL College Aide Support: Continue with the ELL aide supporting ELL students to assist during school hours. This aide could work closely with ELL students to provide in-class support, tutoring, and one-on-one assistance to ELL students.</p> <p>Professional Development for Staff: Prioritize professional development sessions to equip teachers and staff with strategies to effectively support ELL students. Training can focus on differentiated instruction, culturally responsive teaching, and incorporating language development strategies across the curriculum.</p> <p>Study Lab: Three Study lab classes were added this year to help students balance the workload of high school and college courses. They can get tutoring and instructional assistance during the school days.</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 CELDT/ELPAC Results EL Attendance Rates Other: Suspension Rate
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/20/2024
6. What was SSC's response to ELAC recommendations?	SSC approve the ELAC recommendations and the students appreciated the Study Lab class as well.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/20/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

School Plan for Student Achievement Addendum 2024-2025
Comprehensive Support and Improvement (CSI) - Low Performing ▾
Browning High School ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

12/18/24

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación ▾

Elija el nombre de la escuela ▾

Si es ATSI, identifique los subgrupos:

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

Atestación:

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

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

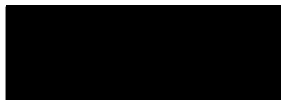
Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos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

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

Fecha de aprobación por el SSC

12/13/24

Firma del director



Firma del presidente del SSC



Inequidad de recursos

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

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

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

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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

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

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

Browning High School

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

EL HOGAR

- Los padres / tutores enviarán a sus hijos a Browning High School 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 Browning High School 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 Browning High School.
- 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 EARLY COLLEGE HIGH SCHOOL
Long Beach Unified School District
~Ensuring Hospitality Excellence for the Future~
2180 Obispo Avenue, Long Beach, CA 90804
(562) 997-1700 FAX (562) 422-9091



Long Beach Unified School District
**STATE & FEDERAL
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Browning

Family Involvement Guidelines

For Non-Title I Schools

Browning recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Browning will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * *

ADOPTION

Browning's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on [10/16/2024](#) and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before [10/21/2024](#). Browning, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Tomika Romant

Signature of Principal

10/16/2024

Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2023



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Escuela secundaria Richard D. Browning

Guía de Participación Escolar para las Familias

Para Escuelas Que No Reciben Fondos de Título I

Browning reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, Browning:

1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.

Aplica si su escuela cuenta con 15 por ciento o más de la población que habla un solo idioma principal que no sea el inglés,

7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

* * * * *

ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la Browning. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el 10/16/2024 y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el 10/16/2024 o antes. Browning, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.

Tomika Romant
Firma del Director(a)

10/16/2024
Fecha

REFERENCIAS LEGALES

CÓDIGO DE EDUCACIÓN

11500-11506 Programas para alentar la participación de padres

CÓDIGO DE LABOR

230.8 Tiempo libre para visitar la escuela de su hijo(a)

Adoptado: 28 de enero, 1991

Revisado: 1º de marzo, 1994

6 de febrero, 2001

7 de marzo, 2007

DISTRITO ESCOLAR UNIFICADO DE LONG BEACH

Para Escuelas Primarias, K-8 y Escuelas Intermedias, revisado 7/2023