

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

McBride

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-risk 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

Growth in ELA scores from 53%(22-23) to 61% (23-24)Black students had a 2% growth (56%-58%)Female students had a 10% growth (71%-81%)Hispanic students had a 15% growth (64%-79%)

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ELA Goals

By the end of the 2024-2025 school year, 80% of our 11th grade students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening. Claim 1 will be the focus.

Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.

By the end of the 2024-2025 school year, 80% of our students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening.

Comprehensive Needs Assessment: Mathematics

Math Findings

Growth from 35% (22-23) to 46% (23-24)Black students had a 4% growth (11%-15%)Females had a 8% growth (26%-34%) Teachers will continue to work with targeted groups to ensure connectedness to school Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.

Math Goals

By May, 2025, at least 60% of students with math grades below C, will have participated in targeted intervention.By June 2025, our scores in math will have improved another 8% in met or exceed combined. Teachers will continue to work with targeted groups to ensure connectedness to school Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.

By May, 2025, at least 60% of students with math grades below C, will have participated in targeted intervention.By June 2025, our scores in math will have improved another 8% in met or exceed combined.

Comprehensive Needs Assessment: English Learners

English Learner Findings

We have a total of 17 EL students. A portion of our EL students are in the ACT/Post students and are incapable of taking the ELPAC to transition out of LTEL status. There is a need to remove the Specialized Health Care students from the data to provide an accurate account of the number of EL students at McBride.

English Learner Goals

Teachers will be expected to know their EL students to ensure that appropriate strategies and progress monitoring are in place. Engagement strategies will be expected in classrooms as a part of instruction to ensure students are working toward being RFEP. This will be monitored by the Principal and Assistant Principal.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Since of belonging improved 55% (22-23 SY) to 64% (23-24 SY) DEI was at least 80% for all Pathways. Safety and cultural awareness was low. CJI Pathway had lower percentages than all other pathways

Culture/Climate Goals

By June 2025, we will have enhanced our schools Culture & Climate through improved sense of belonging for all students, with a specific focus on African American, Female, and Hispanic subgroups as evidenced through the CORE and Pulse Surveys. Teachers will employ engagement strategies in the classroom to support a sense of belonging. They will also get to know their students. This will be monitored through survey data and observations.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) The Overall percent of McBride Graduates who are A-G ready will increase 9% from 71% to 80%. 11th-grade students meeting or exceeding standards on the SBAC ELA exam will increase 6% from 69% to 75%. A-C Rates in ELA will increase 3% from 91% to 94%	Goal Met	The SBAC ELA Exam (met/exceeded) increased by 9%. 78% of students met or exceeded on the exam. The A-G rate went down 1% The A-C goal was not met but increased by 5% from 91%-87%	We will continue to maintain rigorous standards in the ELA department to continue to increase student outcomes. The counselor will continue to monitor A-G % to ensure that all students are A-G ready.
Math	1) The Overall percent of McBride Graduates who are A-G ready will increase 9% from 71% to 80%. 11th-grade students meeting or exceeding standards on the SBAC Math exam will increase 6% from 35% to 41%. A-C Rates in Math will increase 5% from 81% to 86%	Goal Partially or Not Met	A-C rates remained at 81% The A-G rate went down 1% The SBAC Math Exam had a 10% growth from 35%-45%.	We will continue to maintain rigorous standards in the Math department. With the new grading policy, teachers will work closely with students to support their academic growth.
English Learner	1) Our goal at McBride for 2023-2024 is to pilot a EL Re-designation protocol for students in Specialized Healthcare along with OCIPD and SPED.	Goal Partially or Not Met	Team was waiting for OCIPD and SPED to determine how to redesignate Specialized Health Care students.	We will not be able to remove Specialized Health Care students from our EL count. The classroom teacher will utilized appropriate strategies to support her students..

Culture/Climate	1) Our goal for McBride is to increase the sense of Belonging to 80% when compared to the Spring 2024 Pulse Survey. In addition, my goal this year is to increase parent communication and outreach. We will be having monthly Parent Meetings at McBride based on parent interests. For example, college readiness, financial aide, bullying, mental health, wellness, anxiety, internships, work based learning, etc.	Goal Partially or Not Met	McBride continues to work on student sense of belonging in the classroom and on campus. More work around student belonging and engagement will be analyzed.	Teachers will have professional development around engagement in the classroom. If lessons are standards based and students are engaged in the lesson, they will begin to feel a part of the learning environment. Teachers will be asked to get to know their students beyond them being a student in the classroom to assist with sense of belonging.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2023-2024 school year for high school readiness. The aide will also work 32 hours during summer. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials

Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) 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.

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:

- 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

My Perspectives, 2017, Pearson

<p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>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:</p> <ul style="list-style-type: none"> • Brief quizzes and general comprehension checks • Thinking Maps • Selection Tests <p>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.</p>	
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) 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.</p> <p>Reading activities are based on contemporary themes in</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</p>	<p>My Perspectives, 2017, Pearson</p>

literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.

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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:

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- 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.

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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p>	<p>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 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</p>	<p>My Perspectives, 2017, Pearson</p>

<p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of 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.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>include the following:</p> <ul style="list-style-type: none"> • 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 <p>Language Production through Speaking & Listening Tasks:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	
<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</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment 	<p>My Perspectives, 2017, Pearson</p>

communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.

Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

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- 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:

- 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

12caus/l70nrxvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	(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	
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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</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>

approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

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)

<ul style="list-style-type: none"> • Intro to Data Science (IDS) • Functions, Statistics & Trigonometry (FST) • Finite Math • AP Statistics • AP Calculus (AB or BC) <p>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</p>		
<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>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>

Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

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:

<ul style="list-style-type: none"> • 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) <p>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</p>		
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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
Technology support is needed to assist trouble shooting, fix technology issues and support teachers with effective utilization of technology in the classroom. Assistance is also needed for various computer based assessments including AP Spanish, SBAC, district Unit Assessments, and PLTW. Other College Readiness Measures 50, Pathway Certification 50	McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2024-2025 school year for high school readiness. The aide will also work 32 hours during summer.	All Students, All Staff	LCFF \$14,990 Technology College Student Aide (1) for 625 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal	Principal, Assistant Principal, Pathway TOSA Other College Readiness Measures 50, Pathway Certification 50

Obtain Gold Certification for Health and Medical and maintaining Gold Certification for CJI & ENG. Supporting identified students from Grade Level Intervention List. A-G Rate 40, Other College Readiness Measures 30, Pathway Certification 30	Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities.	All Students, All Staff	LCFF \$12,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Weekly	Principal, Pathway Coordinator, Pathway Leads	Principal, Assistant Principal, Pathway Coordinator A-G Rate 40, Other College Readiness Measures 30, Pathway Certification 30
Support students who are in need of an additional elective class and to support need of the Master Schedule. A-G Rate 100	Teacher is teaching Ethnic Studies during conference period	All Students	LCFF \$7,002 Teacher Hourly P Schedule (1) for 82.5 hours annually - LCFF 100%	10/01/2024 - 06/13/2025 Weekly	Teacher Principal	Principal, Assistant Principal A-G Rate 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		McBride has a Link Crew designed to support incoming 9th grade students. Additionally, we host two families nights in the Spring to share information regarding McBride.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Increase Sense of Belonging by ensuring student engagement in the classroom	Observation tool for Quality Core Instruction will be used to assist with the planning of professional development	N/A	8/26/24-6/17/25	Teacher Students Administrators Staff	Site and district walkthroughs

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
Student Engagement in the classroom-moving from compliance to engagement	Several staff developments have been planned to engage in the Quality Core Instruction tool to support teachers in the classroom.	N/A	Thursdays 7:30-830 am	Administration Teachers Counselor Pathway Coordination	QCI Look fors tool

Describe Teacher Involvement

Teachers are involved in every aspect of McBride. The majority of teachers sponsor at least one club on campus. This promotes school connectedness and belonging. The teachers also engage in student events and activities to support school pride. Additionally, all McBride teachers are members of atleast one department and pathway to support the academic growth of students.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Continued communication regarding events at McBride.	School Messenger Canvas Parent Vue Parent Meetings Back to School Night Open House	N/A	8/26/24-6/17/25	Administration Teachers Pathway Coordinator Counselor	Parent survey Parent participation

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	42980

* 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	Stephanie Dunn Cooper	06-15-2025
Staff	Classroom Teacher	Candace Browning	06-14-2026
Staff	Classroom Teacher	David Robles	06-15-2025
Staff	Classroom Teacher	Ulises Garcia	06-15-2025
Staff	Classroom Teacher	Alvaro Portillo	06-15-2025
Staff	Other School Personnel	Gina Stolpestad	06-15-2025
Community	Parent/Community Member	█ Schultz	06-15-2025
Community	Parent/Community Member	█ Gomez	06-15-2025
Community	Parent/Community Member	█ Navarro	06-15-2026
Community	Student	E █	06-15-2025
Community	Student	C █	06-15-2025
Community	Student	M █	06-15-2025

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

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):
2. The SSC approved the **Home-School Compact** on 10/10/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2024
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: 11/12/2024
6. The SPSA was approved at the following SSC Meeting: 11/12/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

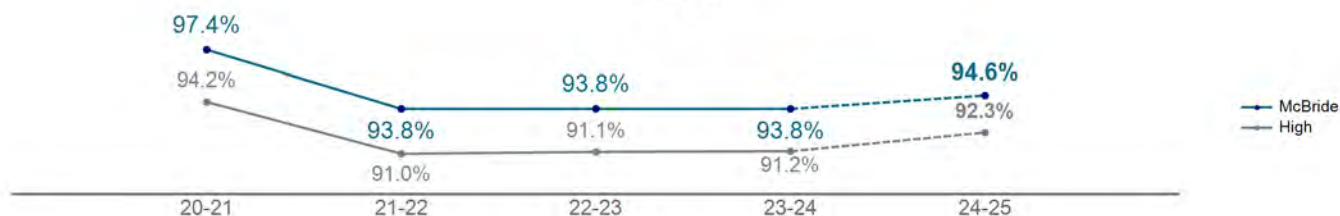
Printed Name: _____ Date: _____

ELAC Chair: _____

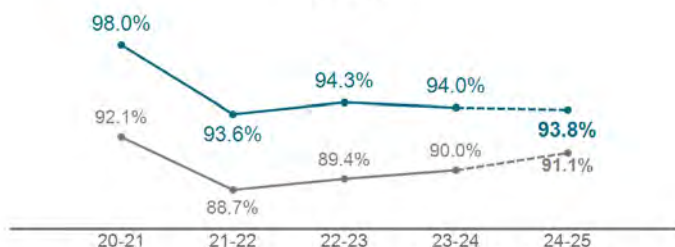
Printed Name: _____ Date: _____

Attendance Rate

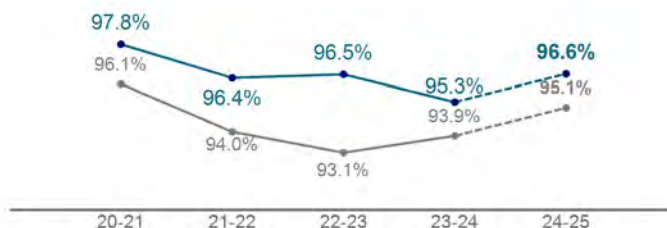
McBride
All Students
N = 678



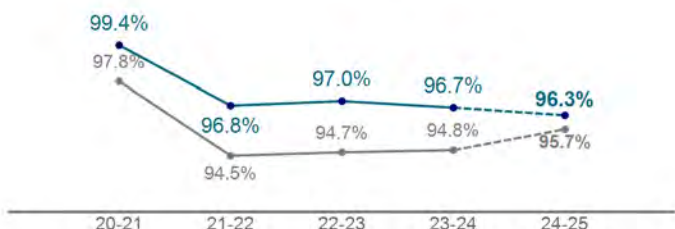
African American
N = 49



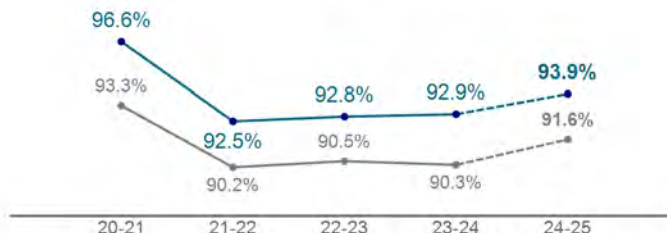
Asian
N = 41



Filipino
N = 33



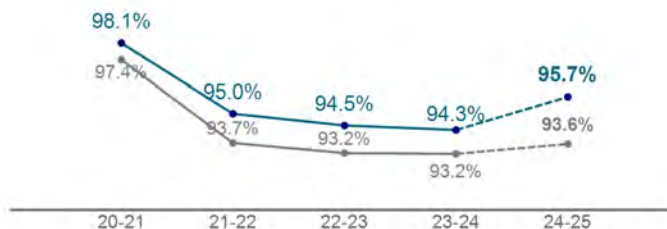
Hispanic
N = 386



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 119



Native American

Subgroup with fewer than 20 students.

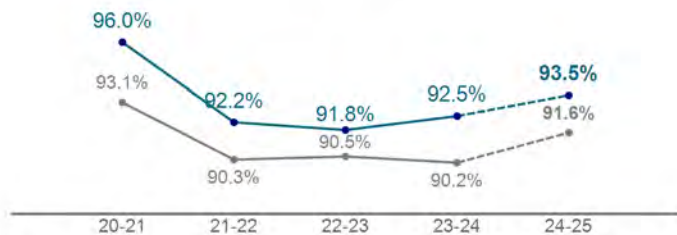
Other
N = 44



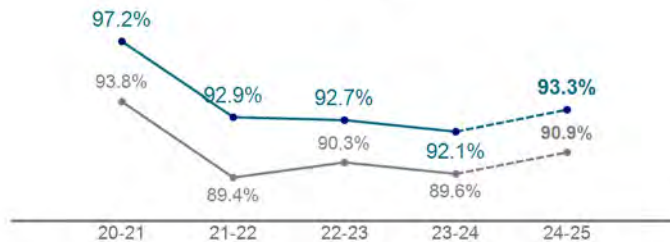
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

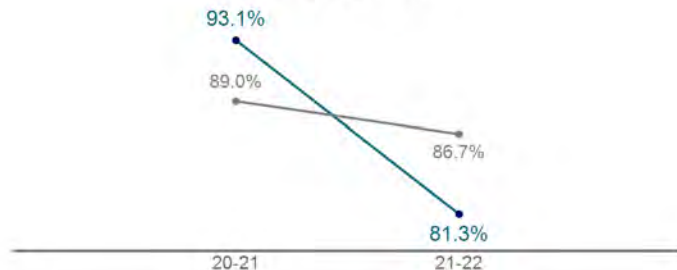
EL + RFEP
N = 170



Low SES
N = 276



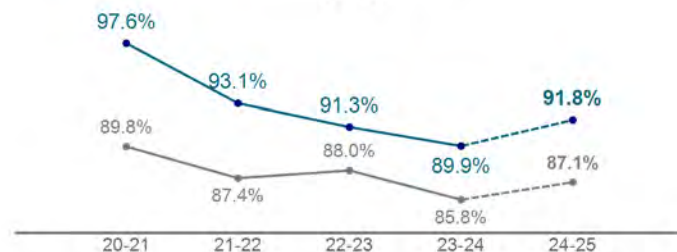
English Learner



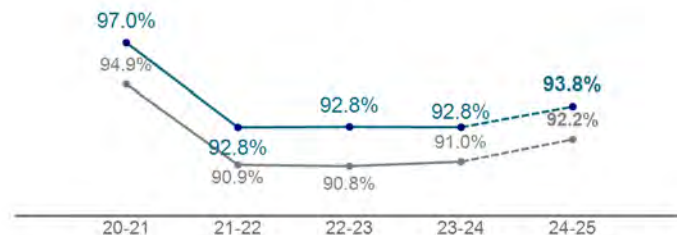
Special Education
N = 69



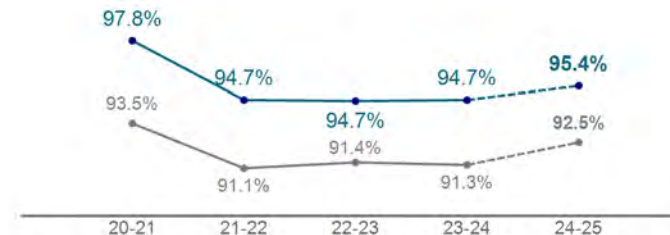
Homeless or Foster Youth
N = 21



Female
N = 345



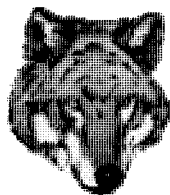
Male
N = 331



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups under 20 students are not included.



Ernest S. McBride High School

2024-2025 Student/Parent/School Compact

The educational program of McBride High School is designed to provide high quality curriculum and instruction in a safe and effective learning environment. In order to achieve these high expectations, the staff, parents/guardians, and students of McBride High School agree and commit to implementing the following activities that support the learning process.

As a student, I will carry out the following responsibilities.

1. I will accept responsibility for my own education by completing my homework, class work, and preparing for all tests.
2. I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption.
3. I will show respect toward, and cooperate with, all adults and other students in the school.
4. I will be prepared to actively participate in the business of school by having all necessary supplies (notebooks, pens, Chromebooks, pencils, etc), by being a cooperative learner, and having a positive attitude.
5. I will attend school daily and arrive on time to all classes per LBUSD and McBride's attendance policies.
6. I understand the use of cell phones and unapproved electronic devices is prohibited within the classroom, and that I am responsible for the loss/damage of any such items brought on campus.
7. I will comply with the McBride/District Dress Code, ID, and Technology Use policies. Including safe use of cell phones while driving/walking on campus, and to and from school.
8. I will log on to Canvas to track my assignments, grades, and check for school information every school day.
9. I will request assistance and tutoring when needed and attend school-based tutorials.
10. I will follow McBride's policies and procedures, classroom homework policies, and respect the campus and school property.
11. I will follow McBride's traffic rules while driving on campus. ie. yielding to pedestrians, double parking.

As a parent/guardian, I will carry out the following responsibilities.

1. I will support the academic program and help my student in any way possible to meet his/her educational responsibilities.
2. I will inform the school of the correct address and telephone number where I can be reached. I will inform the school of any changes so I can always be reached in case of an emergency.
3. I will keep a list of important school phone numbers so that I can contact the appropriate person at McBride. (we need to add the staff directory here)
4. I will provide my student with the correct clothing in accordance with the District Dress Code to ensure that he/she views McBride as his/her place of business.
5. I will actively pursue school-based tutoring and support services for my student when needed.
6. I will log on to Canvas and ParentVUE to monitor my student's grades, pathway assignments, and attendance on a weekly basis.
7. I will provide a safe place and time for my students to study and to complete homework assignments. I will limit my student's television, video gaming, music and telephone use.
8. I will attend school-based functions to support my students, such as parent conferences, Back-to-School Night, Open House, performances, parent information meetings, etc.
9. My student and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook at Canvas.
10. I will follow McBride's traffic rules while driving on campus. ie. yielding to pedestrians, double parking.

As a school, the McBride Staff will carry out the following responsibilities.

1. We will work as dedicated professionals with our students' best interest as our primary concern.
2. We will provide a content standards-based program that is rigorous, challenging, and provides connections to the students' pathways. Our program will also address the individual needs of all students.
3. We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents/guardians.
4. We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students.
5. We will post assignments and grades in a timely manner on Canvas or have them available so students and parents can easily monitor student progress.
6. We will ensure a safe, caring, respectful and healthy learning environment where students are challenged daily with motivating and interesting learning experiences in all their classes.
7. We will provide opportunities for students to receive academic assistance as needed.
8. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life.
9. We will encourage parents to visit the campus, attend school functions, and become actively involved in school programs. (If permission is granted by current Health Guidelines due to COVID-19)
10. We will provide opportunities for parents to participate in improving the McBride program through various parent activities.

Approved: 10/10/24

Student Signature: _____

Grade: _____ Date: _____

Parent / Guardian Signature: _____

Phone Number: _____ Date: _____

Administrator: Dr. Dunlap

School Phone: 562-425-3539



Escuela Preparatoria Ernest S. McBride

Convenio entre Estudiantes/Padres de Familia/Escuela del 2024-25

Aprobado: 10/10/24

El programa educativo de la Escuela Preparatoria McBride está diseñado para brindar un plan de estudios e instrucción de alta calidad en un ambiente de aprendizaje seguro y efectivo. Con el fin de lograr estas altas expectativas, el personal, los padres de familia/tutores, y los estudiantes de la Escuela Preparatoria McBride están de acuerdo y se comprometen a implementar las siguientes actividades que apoyan el proceso de aprendizaje.

Como estudiante, llevaré a cabo las siguientes responsabilidades.

1. Aceptaré la responsabilidad de mi educación al terminar mi tarea, trabajo de la clase y preparándome para todos los exámenes.
2. Aceptaré la responsabilidad por mi comportamiento y respetaré el derecho de los demás de aprender sin distracción e interrupción.
3. Demostraré respeto hacia y cooperaré con todos los adultos y otros estudiantes en la escuela.
4. Estaré preparado(a) para participar de forma activa en mi obligación escolar al tener todos los materiales necesarios (cuadernos, plumas, iPad, lápices, etc.), al ser un(a) estudiante cooperador(a) y teniendo una actitud positiva.
5. Asistiré a la escuela con regularidad y llegaré a tiempo a todas las clases en conformidad con las políticas de asistencia de LBUSD y McBride.
6. Entiendo que se prohíbe el uso de teléfonos celulares y electrónicos no aprobados dentro de la clase y que soy responsable de la pérdida/daño de cualquier tal objeto traído al plantel.
7. Obedeceré el Código de vestimenta de McBride/ distrito, política de identificación, iPad y uso del internet.
8. Ingresaré a Canvas para monitorear mis asignaciones, calificaciones y revisar información escolar todos los días escolares.
9. Solicitaré ayuda y tutoría cuando la necesite y asistiré a tutoría dentro de la escuela.
10. Seguiré las políticas y procedimientos de McBride, las políticas de la tarea de la clase y respetaré el plantel y la propiedad escolar.
11. Seguiré las reglas de tráfico de McBride cuando maneje en el campus por ejemplo, dando el paso peatones, y no doble estacionar.

Como padre de familia/tutor, llevaré acabo las siguientes responsabilidades.

1. Apoyaré el programa académico y ayudaré a mi estudiante de cualquier forma posible a lograr sus responsabilidades educativas.
 2. Informaré a la escuela del domicilio y número de teléfono correcto en donde me pueden localizar. Informaré a la escuela de cualquier cambio para que siempre me puedan localizar en caso de una emergencia.
 3. Mantendré una lista de números telefónicos importantes para poder contactar a la persona adecuada en McBride.
- Staff List - Ernest McBride High School
4. Le proporcionaré a mi estudiante la ropa adecuada en conformidad con el Código de Vestimenta del Distrito para asegurar que él/ella vea a McBride como su lugar de trabajo.
 5. Buscaré activamente tutoría y servicios de apoyo dentro de la escuela para mi estudiante cuando sea necesario.
 6. Ingresaré semanalmente a Canvas y ParentVUE para monitorear las calificaciones de mi estudiante, asignaciones dentro de su sendero y la asistencia.
 7. Le brindaré a mi estudiante un lugar seguro y tiempo para estudiar y terminar asignaciones de tarea. Limitaré el uso de la televisión, juegos de video, música y teléfono.
 8. Asistiré a funciones escolares para apoyar a mi estudiante, tal como conferencias para padres de familia, Noche de Regreso a la Escuela, *Open House*, presentaciones, reuniones de información para los padres, etc.
 9. Mi estudiante y yo seguiremos y acataremos las normas de LBUSD como resumidas en el Manual de Directrices para los Padres en Canvas.
 10. Seguire las reglas de tráfico de McBride cuando maneje en el campus por ejemplo, dando el paso a peatones, y no doble estacionar.

Como escuela, el personal de McBride llevará acabo las siguientes responsabilidades.

1. Trabajaremos como profesionales dedicados teniendo como nuestra preocupación principal el interés de nuestros estudiantes.
2. Brindarles un programa basado en los estándares que sea riguroso, desafiante y que proporcione conexiones al sendero de los estudiantes. Nuestro programa también abordará las necesidades individuales de cada estudiante.
3. Le comunicaremos los estándares del contenido, las expectativas para el trabajo en la clase y tarea y las metas de la instrucción a los estudiantes y padres de familia/tutores.
4. Nos Comunicaremos continuamente con los padres de familia/tutores y estudiantes sobre el progreso académico de los estudiantes.
5. Publicaremos asignaciones y calificaciones sin demoras en Canvas y los tendremos disponibles para que los estudiantes y los padres de familia puedan fácilmente monitorear el progreso de los estudiantes.
6. Aseguraremos un ambiente de aprendizaje seguro, comprensivo, respetuoso y saludable en donde los estudiantes son estimulados a diario con experiencias motivantes e interesantes en todas sus clases.
7. Brindaremos oportunidades para que los estudiantes reciban ayuda académica cuando lo necesiten.
8. Animaremos a los estudiantes a esforzarse por sacar lo mejor de sí, los motivaremos a seguir sus sueños y los ayudaremos a desarrollar, planificar e implementar metas para la vida después de la escuela preparatoria.
9. Animaremos a los padres de familia a visitar el plantel, asistir a funciones escolares y que participen activamente en los programas escolares.
10. Brindaremos oportunidades para que los padres de familia participen en mejorar el programa de McBride a través de varias actividades para los padres de familia.

Firma Estudiante: _____

Grado: _____

Fecha: _____

Firma Padre de Familia / Tutor: _____

Número de teléfono: _____

Fecha: _____

Administrador: Dr. Dun _____

Teléfono de la escuela: 562-425-3539



Long Beach Unified School District

**STATE & FEDERAL
PROGRAMS**

McBride Family Involvement Guidelines For Non-Title I Schools

McBride 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, McBride 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

McBride'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 10/10/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/15/24. McBride, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/10/24

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



Long Beach Unified School District

STATE & FEDERAL PROGRAMS

McBride High School **Guía de Participación Escolar para las Familias** **Para Escuelas Que No Reciben Fondos de Título I**

La Escuela de McBride 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, la Escuela de McBride:

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,

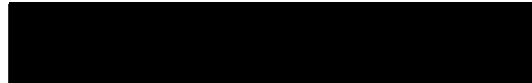
7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

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 Escuela de McBride. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el 10/10/24 y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el 15/12/24 o antes. La Escuela de McBride, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.


Firma del Director(a)
10/10/24
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