

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Poly High School

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

In ELA, we did not meet the previous goal overall.
In analysis of our findings the D/F rate for ELA is as follows: In 22-23, 21% of our students received a D/F overall. And in 23-24, 19% of our students received a D/F overall.
On the CA Dashboard, English Learners and Students with Disabilities scored below the standard in ELA, resulting in placement in the Red performance level for both groups in 2023. These scores contribute to students with disabilities scoring below all students (85.5%) in graduation rate (60%). However, in 2024, English Learners and Students with Disabilities moved into the Orange performance level for ELA and yellow (69.9%) for graduate rate, which is an increase of 9.9%.

ELA Goals

With teachers receiving professional development (Quality Core Instruction) on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, there will be a decrease in the overall D/F rate for ELA to no more than 12.9%
by semester 2 of 24-25 and continued movement toward the standard on the CA Dashboard. Progress monitoring of these subgroups will be conducted regularly through department meetings.

Comprehensive Needs Assessment: Mathematics

Math Findings

In Math, we did not meet the previous goal overall.
In analysis of our findings, the D/F rate for Math is as follows: In 22--23, 26% of our students received a D/F overall. And in 23-24, 23% of our students received a D/F overall. On the CA Dashboard, English Learners Students with Disabilities, Socioeconomically Disadvantaged, and the Hispanic subgroups scored below the standard in Math, resulting in placement in the Red performance level for both groups in 2023.
And in 2024, English Learners, Students with Disabilities, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged scored below the standard, resulting in placement in the Red performance level.

Math Goals

With teachers receiving professional development (Quality Core Instruction) on learning targets, Building Thinking Classrooms, and Culturally Responsive Instruction, there will be a decrease in the overall D/F rate to no more than 18.7% by semester 2 of 24-25 and English Learners, Students with Disabilities, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged will move toward the standard on the CA Dashboard. Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment: English Learners

English Learner Findings

We did not meet the previous goal for our English Learners in 2023. In 22-23, the multilingual graduation rate was 58.1%. And in 23-24, the graduate rate was 60.9% for this subgroup, which was also reflected on the CA Dashboard for both 2023 and 2024. In addition the CA Dashboard reflects All Students preparation for College and Career Readiness Indicators at 49.5% (Yellow Performance Level), our English Learners were in the red in 2023 and had moved into the Yellow by 2024.

English Learner Goals

With teachers receiving professional development in Culturally Responsive Instruction, Ellevation Strategies, and EL Push In support (Math), there will be an increase in the overall graduation rate to 69% for all multilingual learners and continued movement toward the standard in College and Career Readiness on the CA Dashboard. Progress monitoring will be conducted regularly through department meetings.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

We did not meet the previous goal. In 23-24, the overall Sense of Belonging was 51% on the CORE Survey.

Culture/Climate Goals

With teachers receiving professional development in Culturally Responsive teaching, Start with One Mentoring Program, an intentional focus on identity safety (inclusion) and engagement, there will be an increase of 4% (54%) overall in Sense of Belonging on the CORE Survey. Progress monitoring will be conducted regularly through department meetings.

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) Given strategies learned from equity training and ongoing monthly professional development, teachers will provide engaging, meaningful instruction using a variety of methods to help students (especially for WASC-aligned groups of focus: African-American, SPED, and EL students) gain knowledge of content standards, increasing SBAC scores by 2%. This will be monitored through observational data, grades, and SBAC scores.	Goal Partially or Not Met	In analysis of our findings the D/F rate for ELA is as follows: In 22--23, 21% of our students received a D/F overall. And in 23-24, 19% of our students received a D/F overall.	With an intentional focus on Instructional Agreements, which include student engagement and inclusive environments (identity safety), we will positively impact the ABC rate, while decreasing our D/F rate overall in ELA.

Math	1) Given math department meetings, PLC planning time, and district-provided resources (including Core Curriculum Planning and Development meeting twice during 2023-24), teachers will organize and collaborate content, plan and design strategies to support all student learning experiences and assess our work (formatively and summatively) to determine our success throughout the 2023-24 school year. This will be monitored by unit assessments, an increase of at least 3% in the Department ABC rate, and SBAC scores with a goal of decreasing the overall Not Met/Nearly Met of 69% by at least 3%.	Goal Partially or Not Met	In analysis of our findings, the D/F rate for Math is as follows: In 22--23, 26% of our students received a D/F overall. And in 23-24, 23% of our students received a D/F overall.	With an intentional focus on Instructional Agreements, which include student engagement and inclusive environments (identity safety), we will positively impact the ABC rate, while decreasing our D/F rate overall in Math.
English Learner	1) By 2024, the ELL reclassification percentage rate will have increased by at least 5% (from 5% to 10%) By 2024, ELL students sense of belonging will increase by at least 5% (from 52% to 57%) as measured by the pulse survey.	Goal Partially or Not Met	In 22-23, the multilingual graduation rate was 58.1%. And in 23-24, the graduate rate was 60.9% for this subgroup.	With teachers receiving professional development in Culturally Responsive Instruction, Ellevation Strategies, and EL Push In support (Math), there will be an increase in the overall graduation rate to 69% for all multilingual learners.

Culture/Climate	1) By June 2024, student sense of belonging will increase by 4% (from 75% to 79%), student identity will increase by 3% (from 85% to 88%), and student agency will increase by 4% from (84% to 88%) as measured by the Pulse Survey.	Goal Partially or Not Met	In 23-24, the overall Sense of Belonging was 51% on the CORE Survey.	We brought back the elective fair, club rush is more involved, the Principal has started his own social media representing the school creating fun videos to share with students.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
0.5 College and Career Specialist to bring site position to 1.0 Under general supervision, collaborate with students, teachers, counselors, educational institutions, community agencies and businesses to develop college and career opportunities; provide college and career guidance to students and serve as a resource for career and college readiness information for students and staff; plan, develop and implement appropriate activities and services within the college and career center; train and supervise the performance of assigned staff; perform related duties as assigned. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Currently the counseling/enrollment department is staffed for 1.5 Bilingual Intermediate Office Assistants and 1 English Only Intermediate Office Assistant, their is a current need to increase the IOA staffing from 2.5 to 3. This will increase the amount of bi-lingual support that can be provided to families who need counseling and enrollment assistance. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
After school peer tutoring for multilingual students. This occurs in the library by peer tutors who have demonstrated academic success. (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Safe and Civil Committee planning time and materials to re-establish safe and civil team and protocols, implement restorative justice practices and increase student sense of belonging. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

College application workshops facilitated by counseling staff and college and career center staff. (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Linked Learning Pathway Ambassador summer training in preparation for 9th grade pre-registration and special events. (IN 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
MEDS pathway field trip for 9th grade students (IN 10)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
To attend a field trip to the Columbia memorial space center in Downey. Take physical science student (special ed students and supporting staff) (IN 11)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Students from Model United Nations Program would like to attend the NAIMUN North American Invitational Model UN Conference, (IN 12)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
EL Support- Extra hourly to look at data, provide interventions, plan parent meetings, and staff PD (IN 13)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
CIC Field Trip, guest speakers, materials and resources (IN 14)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Huntington Chinese Garden Entrance Fee (IN 15)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
funding of an educational field trip to the Museum of Latin American Art (MOLAA) for 50 CIC 10th grade students on Wednesday, May 22, 2024 (IN 16)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Poly North camp transportation (IN 17)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Cell Phone Locker (IN 18)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Additional fund to Model UN to cover the costs for travel to attend competitions (IN 19)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

Pathways will specifically update their Pathway Student Outcome Charts, develop integrated lessons that align the Core Academic and CTE standards and develop pathway interventions with the purpose of progressing towards Silver Certification and increased student achievement and sense of belonging for all pathways.. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Funds to provide opportunities for Department grade level teams to: 1. Use District designed pacing charts and California State Standards to plan and implement curriculum inside each Poly classroom. 2. Analyze data from IReady and other common assessments to identify student gaps in learning and develop lessons to help students bridge those gaps and move towards grade level proficiency. 3. Identify common interventions to utilize across grade levels and departments to help reduce the D/F rate for BIPOC students. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Co-teaching PD for SPED and Gen Ed teachers to collaborate, plan and receive strategies to implement to support students receiving services. (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
ELAC family workshops for EL parents to understand how the educational system at Poly works. This was a recommendation from ELAC members for SSC plan. (PI 1)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Garden supplies for special education garden and sensory area. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Rabbotics club open to all students, promoting STEAM involvement and learning. Supports core curriculum and sense of belonging. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Interactive Whiteboard (SM 3)	(Does not apply to this goal)	Limited or no impact	Limited or no impact	Limited or no impact
LA River Rover (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Purchase of EdPuzzle license for SPED and History Department (SM 6)	Somewhat Impactful	Limited or no impact	Limited or no impact	Somewhat Impactful

Equipment Cart to transport materials to the care center annex to give to students and parents (SM 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
underwear, feminine products, hair supplies, deodorant, clothes (SM 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Card games and crafting materials for the library (SM 9)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Digital Pace Clock for the wall of the pool area (SM 10)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Trifolds for Senior CIC Project Showcase (SM 11)	Limited or no impact	Limited or no impact	(Does not apply to this goal)	(Does not apply to this goal)
Update printers in the library (SM 20)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Rabbotics club open to all students, promoting STEAM involvement and learning. Supports core curriculum and sense of belonging. (SM 21)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Books for the library (SM 22)	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
Books and games to support language development for English Language Learners (SM 23)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
New Band and color guard uniforms (SM 24)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) 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 literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>LBUSD offers the seniors the opportunity to take Diverse Voices in Media. This allows students to explore a wide variety of literature and culturally relevant readings to further develop their language skills.</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>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 • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> <p>Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> • 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 	<p>My Perspectives, 2017, Pearson</p>

	<ul style="list-style-type: none"> • Short constructed response, Cornell notes, double entry journals, journal quick writes <p>Formative Assessments/Quizzes</p> <p>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</p> <p>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>	
Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral	<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 • Unit tests • Portfolios 	My Perspectives, 2017, Pearson

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

The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

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

	<p>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>	
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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</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</p>	<p>My Perspectives, 2017, Pearson</p>

<p>support production of text, correctness, and research reading and writing</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: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf</p> <p>The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm</p>	<p>learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples 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: 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,</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily</p>	<p>My Perspectives, 2017, Pearson</p>

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.

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

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.

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:

- 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

Please see the full catalog of high school courses at:
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf>

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</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>

data that exhibit a linear trend.

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

<p>access to upper level math classes, some schools offer additional math electives, which may include:</p> <ul style="list-style-type: none"> • Introduction to Applied Math (not A-G) • Intro to Data Science (IDS) • Functions, Statistics & Trigonometry (FST) • 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 Pre-Calculus.</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</p>	<p>Formative Assessments Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> • Tests (district exams and classroom tests) • Quizzes • Project work that assesses a student’s understanding <p>Classwork/Activities Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> • In class assignments • Project work completed in class • Notes • Warm-ups • Graded participation <p>Homework Graded work completed outside of class such as any of the following:</p> <ul style="list-style-type: none"> • Assignments 	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

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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

- Project work completed outside of class

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.

includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Pre Calculus

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

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

<p>College and Career Ready Mathematics; Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.</p> <p>Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.</p> <p>For other math offerings and the full catalog of high school courses, please visit: https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf</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
Sense of Belonging STEAM Supplemental Curricular Experience High School Readiness 50, SEL Survey 50	Rabbotics club open to all students, promoting STEAM involvement and learning. Supports core curriculum and sense of belonging.	All Students	LCFF \$5,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Samantha Lawrence	Core and Pulse Survey High School Readiness 50, SEL Survey 50

Sense of Belonging SEL Survey 100	Safe and Civil Committee planning time and materials to re-establish safe and civil team and protocols, implement restorative justice practices and increase student sense of belonging.	All Students, All Staff	LCFF \$12,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Julie Sparks Emily Thompson Michael Crowder Jones	Pulse and Core Survey Data, Sense of Belonging Suspension Rates Attendance/Tardy Rates SEL Survey 100
Students need educational experiences that offer hand-on learning experiences outside of the classroom. Field trips enhance understanding, expose students to diverse cultures, promote social development, and reinforce classroom learning. Faciliate career exploration and engage the community. High School Readiness 50, Culture-Climate Survey (Student-Staff) 50	Field Trips- At-Risk Students	Identified At-Risk Students	LCFF \$12,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Principal Assistant Principal	Approval Form High School Readiness 50, Culture-Climate Survey (Student-Staff) 50

to be able to fund scholarships for student delegates of lower socio-economic status for whom a conference like NAIMUN would be unattainable otherwise. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Students from Model United Nations Program would like to attend the NAIMUN North American Invitational Model UN Conference,	Low SES	LCFF \$6,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Annually	Patrick Gillogly	Attendance at Activity Placement at competition Culture-Climate Survey (Student-Staff) 50, SEL Survey 50
Special Ed sense of belonging Inclusion SEL Survey 100	Garden supplies for special education garden and sensory area.	Special Education	LCFF \$2,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Indira Jimenez	Pulse and Core Survey SEL Survey 100
EL Students and other subgroups are not meeting the A-G requirements nor proficiency on state and district exams D/F Rate 50, A-G Rate 20, EL Reclassification 20, Attendance/Chronic Absenteeism Rate 10	EL / Intervention Specialist- The role of the English Learner Coordinator is to support teachers of English learners to provide instruction that will accelerate their acquisition of English language proficiency and academic achievement. The English Learner Coordinator will work with the with Office of Curriculum, Instruction & Professional Development,	English Learners, Identified At-Risk Students	LCFF \$178,374 Teacher on Special Assignment (TOSA) 1 FTE - LCFF 100%	08/27/2024 - 06/13/2025 Annually	Admin	Data Meetings PD D/F Rate 50, A-G Rate 20, EL Reclassification 20, Attendance/Chronic Absenteeism Rate 10

<p>teacher leaders, and site administrator to support teachers with building strategies and scaffolds to support English learner instruction and provide interventions, as necessary. The Intervention Specialist will provide the most intensive services needed by students who are the most likely not to graduate from high school due to credit deficiency, attendance problems, and learning deficits. The caseload of students for the Intervention Specialist will be determined by evaluating student data and prioritizing student needs. Students having deficiencies in all areas will partake in these highly intensive services.</p>					
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Currently Poly HS is home to over 2000 Latino families with at least 400 of thos students classified as EL. Bilingual trnaslation and support is a need. Culture-Climate Survey (Parent) 50, SEL Survey 50	Currently the counseling/enrollment department is staffed for 1.5 Bilingual Intermediate Office Assistants and 1 English Only Intermediate Office Assistant, there is a current need to increase the IOA staffing from 2.5 to 3. This will increase the amount of bi-lingual support that can be provided to families who need counseling and enrollment assistance.	Hispanic, English Learners, Newcomers, Support Staff/Counselors, Targeted Parents	LCFF \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Office Supervisor Principal Assistant Principal Head Counselor	Office Supervisor and Head Counselor will monitor the number of students and families recieving support for enrollment/counseling office. Culture-Climate Survey (Parent) 50, SEL Survey 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Poly High School ensures a smooth transition for incoming students and families through a comprehensive support system, starting with Link Crew Freshman Orientation Day, where students participate in a fun rally, meet school leaders, tour the campus, and receive their books and class schedules. Parents gain valuable insights during our Parent Night Orientation, highlighting academic pathways and programs to help them support their students' success. Additionally, our counselors collaborate closely with feeder middle schools, visiting students to assist with course selection and identifying any needed supports to foster a strong foundation before they arrive on campus.

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
Data shows that our BIPOC students have the most D/F rates across the campus as well as struggle with engagement and attendance. D/F Rate 50, Core Curriculum 50	Funds to provide opportunities for Department grade level teams to: 1. Use District designed pacing charts and California State Standards to plan and implement curriculum inside each Poly classroom. 2. Analyze data from IReady and other common assessments to identify student gaps in learning and develop lessons to help students bridge those gaps and move towards grade level proficiency. 3. Identify common interventions to utilize across grade levels and departments to help reduce the D/F rate for BIPOC students.	LCFF \$30,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Department administrators Department Chairs	Department aligned planning sheets and data analysis documents will be turned in to department administrator

Pathway Student Outcome Charts are outdated and need to be revised to meet the needs of all students enrolled in the pathway. The development and implementation of integrated curriculum will not only increase student engagement; it will increase student sense of belonging with in each pathway. A-G Rate 50, SEL Survey 20, Core Curriculum 30	Pathways will specifically update their Pathway Student Outcome Charts, develop integrated lessons that align the Core Academic and CTE standards and develop pathway interventions with the purpose of progressing towards Silver Certification and increased student achievement and sense of belonging for all pathways..	LCFF \$15,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Pathway Coordinator Pathway Traid Teams (Lead Teacher, Counselor, Administrator)	Pathway teams will complete and submit revised Student Outcome Charts and curriculum development plans to Pathway Coordinator
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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
EL Families D/F Rate 50, EL Reclassification 30, SEL Survey 20	ELAC family workshops for EL parents to understand how the educational system at Poly works. This was a recommendation from ELAC members for SSC plan.	LCFF \$5,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Jennie Salazar	Core and pulse survey results, targeted in sense of belonging

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	325220

* 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	Alejandro Vega	
Staff	Classroom Teacher	Indira Jimenez	06-12-2025
Staff	Classroom Teacher	Denise Hurst	06-12-2025
Staff	Classroom Teacher	Michael Gray	06-11-2026
Staff	Classroom Teacher	Karin Wasinger	06-12-2025
Staff	Other School Personnel	Carla Galvez	06-11-2026
Community	Parent/Community Member	██████ Som De Cerff	06-12-2025
Community	Parent/Community Member	██████ Barbee	06-11-2026
Community	Parent/Community Member	██████ McFarland	06-11-2026
Community	Student	S ██████████	06-12-2025
Community	Student	L ██████████	06-12-2025
Community	Student	A ██████████	06-11-2026

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)	██████ Tellez
DELAC Representative	Parent of EL Student (required)	██████ Romero
Principal or Designee	Staff Member (required)	Julie Sparks
Secretary	Parent of Non-EL Student (required)	██████ Ramirez

Name	Representing
██████ Ramirez	Parent of EL Student
██████ Macias	Parent of EL Student
██████ Bernabe	Parent of Non-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?	11/06/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Saturday workshops (content area) for students and parents. They would cover workshops, canvas, emails and attendance.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: iReady data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/18/2024
6. What was SSC's response to ELAC recommendations?	There is funding support for this.

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): 12/18/2024
2. The SSC approved the **Home-School Compact** on 10/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2024
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:03/19/2025
6. The SPSA was approved at the following SSC Meeting: 03/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Polytechnic

SBAC Met or Exceeded Standards

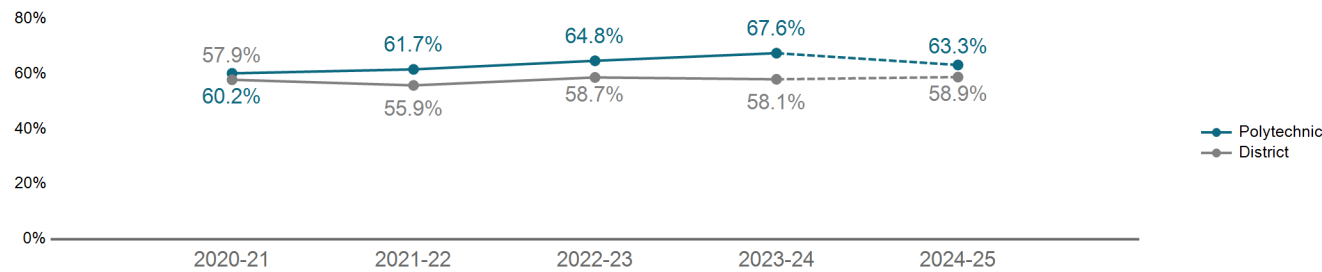
Test	Subgroup	2022-23	2023-24	2 Year Change
ELA	All	52%	52%	1% ▲
	Hispanic	42%	43%	1% ▲
	African American	40%	35%	-5% ▼
	Asian	71%	75%	4% ▲
	Cambodian	64%	68%	3% ▲
	White	87%	88%	1% ▲
	Other	69%	72%	3% ▲
	Filipino	78%	77%	-1% ▼
	Pacific Islander	8%	53%	45% ▲
Math	All	31%	26%	-5% ▼
	Hispanic	22%	16%	-6% ▼
	African American	12%	13%	0% ▲
	Asian	43%	38%	-6% ▼
	Cambodian	35%	29%	-6% ▼
	White	82%	76%	-6% ▼
	Other	53%	43%	-11% ▼
	Filipino	54%	59%	5% ▲
	Pacific Islander	9%	33%	24% ▲
Science	All	30%	27%	-3% ▼
	Hispanic	21%	18%	-3% ▼
	Asian	45%	37%	-8% ▼
	African American	13%	17%	4% ▲
	Cambodian	37%	30%	-7% ▼
	White	67%	66%	-2% ▼
	Filipino	57%	53%	-3% ▼
	Other	41%	43%	2% ▲
	Pacific Islander	15%	0%	-15% ▼
	American Indian	50%	0%	-50% ▼

The Smarter Balanced assessments are computer-based tests that measure student knowledge of California's English language arts/literacy (ELA) and mathematics standards in grades 3-8 and 11. These summative assessments are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System.

Advanced Placement (AP) - Grades 11-12

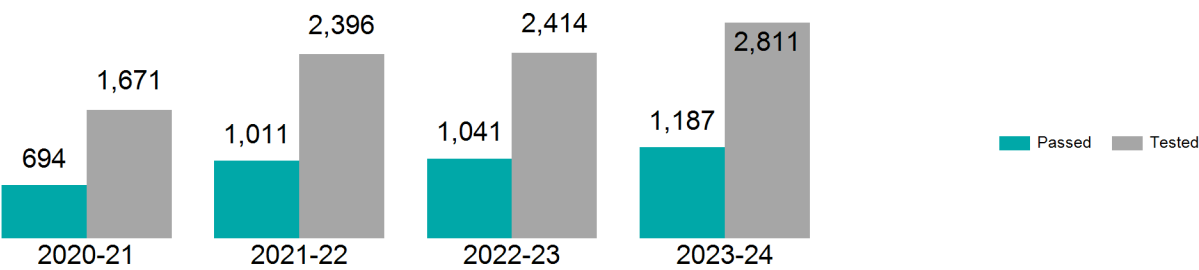
Note: Some rates are rounded to the nearest percent.

Course Enrollment



Percent of students in grades 11-12 taking at least one Advanced Placement (AP) course during the given year.

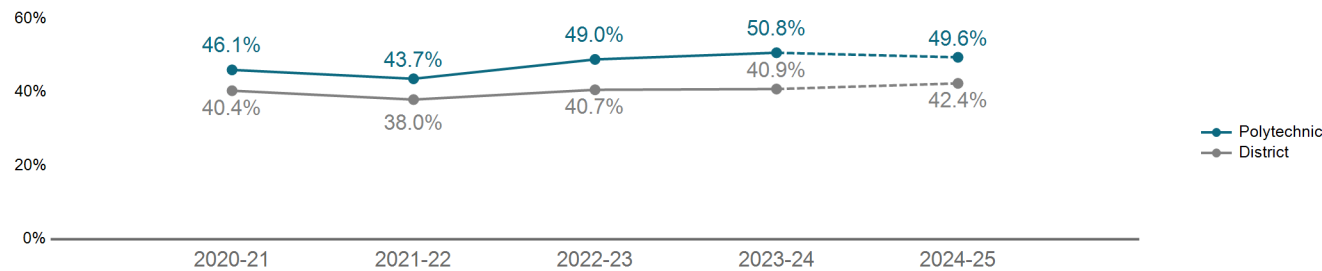
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 11-12 during the given school year.

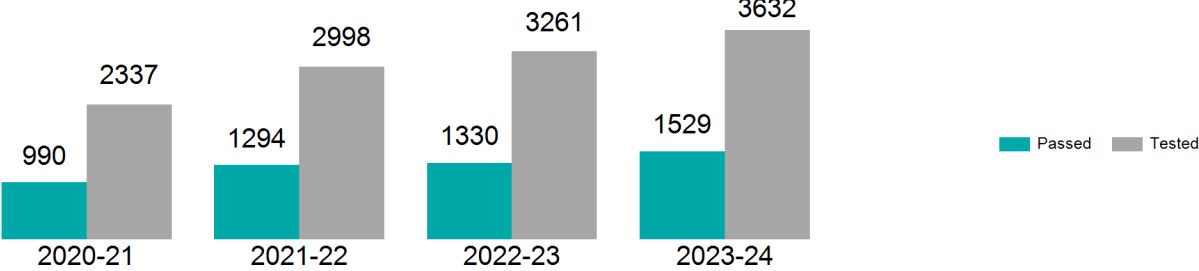
Advanced Placement (AP) - Grades 9-12

Course Enrollment



Percent of students in grades 9-12 taking at least one Advanced Placement (AP) course during the given year.

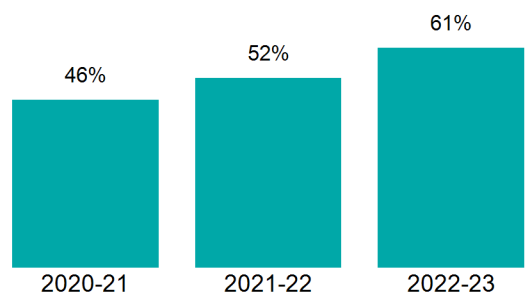
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 9-12 during the given school year.

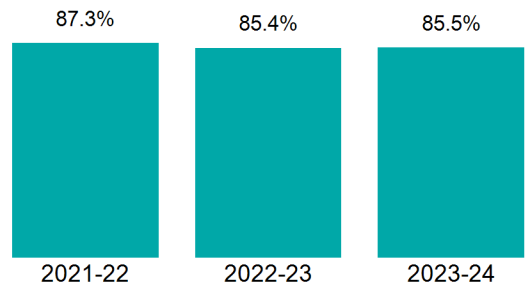
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



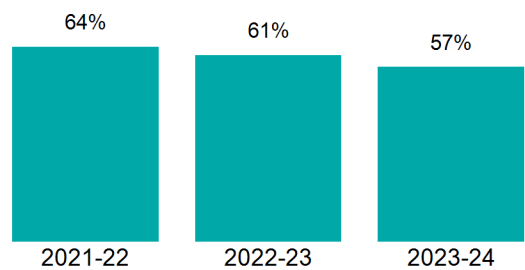
Percent of 9th grade students with a 'C' or better in Algebra.
* Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

Graduation
4-Year Cohort



4-year Adjusted Cohort Graduation Rate - Calculated by the state using data reported on CALPADS. The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

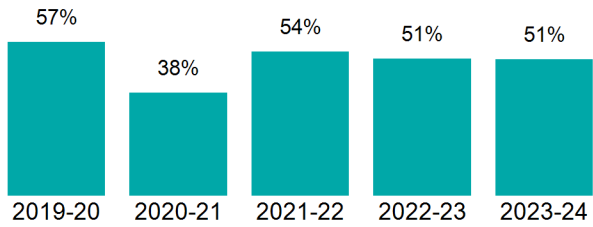
A-G Requirements Met
for UC/CSU Entrance



UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

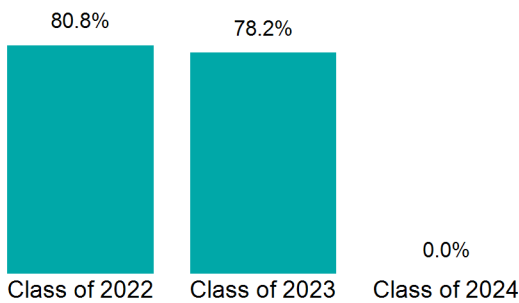
Note: Some rates are rounded to the nearest percent.

College & Career Readiness



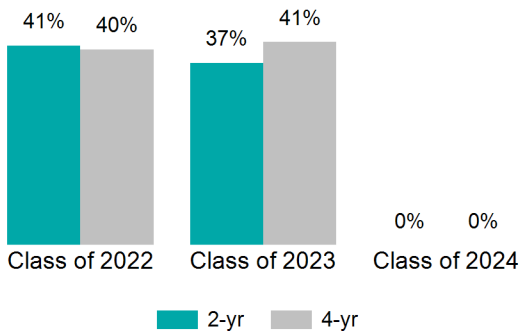
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.

College Enrollment



Percent of graduates enrolled in higher education within the first year after high school graduation.

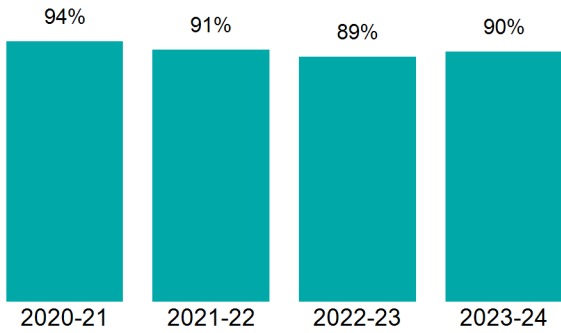
Enrollment in Two-Year and Four-Year Institutions



Percent of graduates enrolled in higher education within the first year after high school graduation by two or four year institutions.

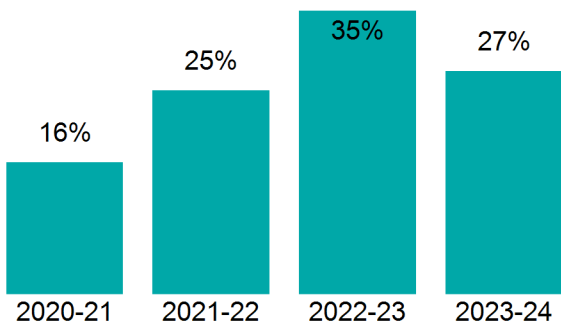
Note: Some rates are rounded to the nearest percent.

Attendance



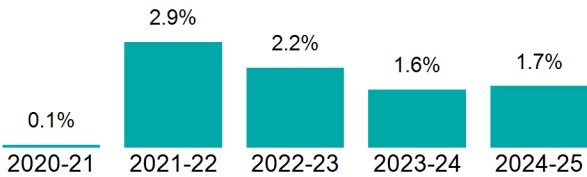
Attendance rates are calculated using excused, unexcused, and unverified all day absences divided by days enrolled.

Chronic Absenteeism



A "chronic absentee" has been defined in Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Please note that days missed due to Covid-19 quarantine are not included in the absence count.

Suspension

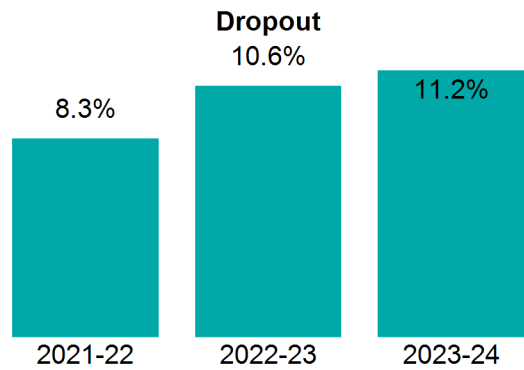


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

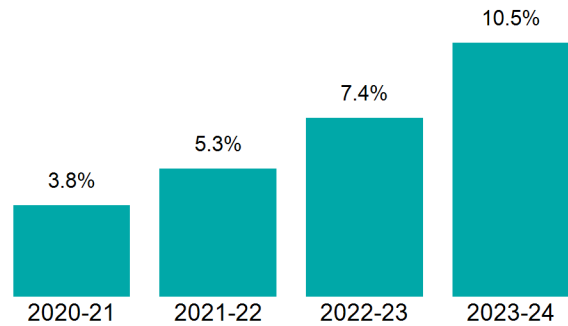
2021-22	0
2022-23	0
2023-24	0
2024-25	0

Note: Some rates are rounded to the nearest percent.



4-year Adjusted Cohort Dropout Rate - Calculated by the state using data reported on CALPADS. The rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year.

English Learner - District Redesignation Rate



English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP between Information Day of the displayed year and Information Day of the following year by the EL counts from Information Day of the displayed year. (* = partial year data)

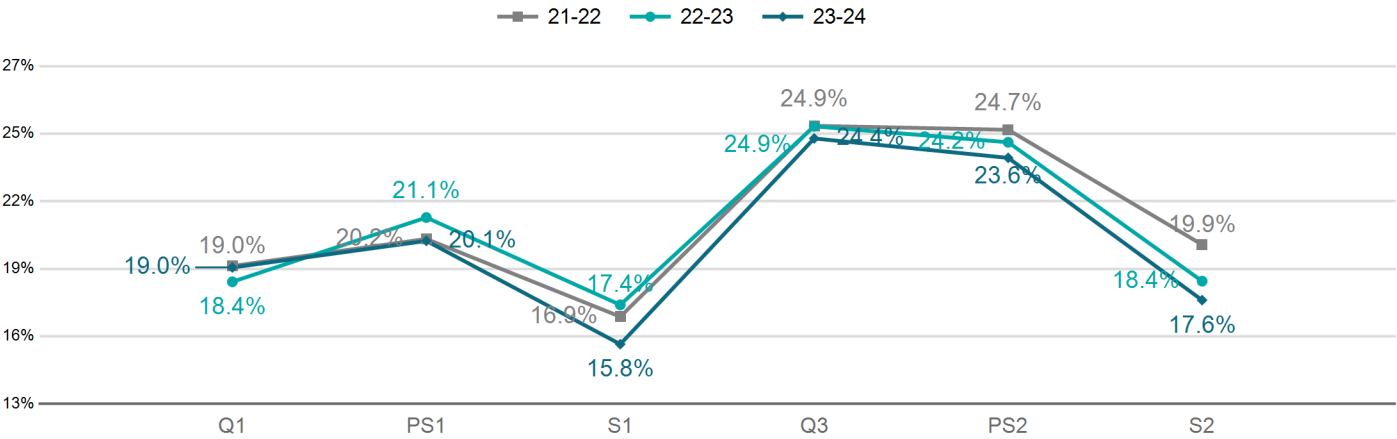
Note: Some rates are rounded to the nearest percent.

Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students

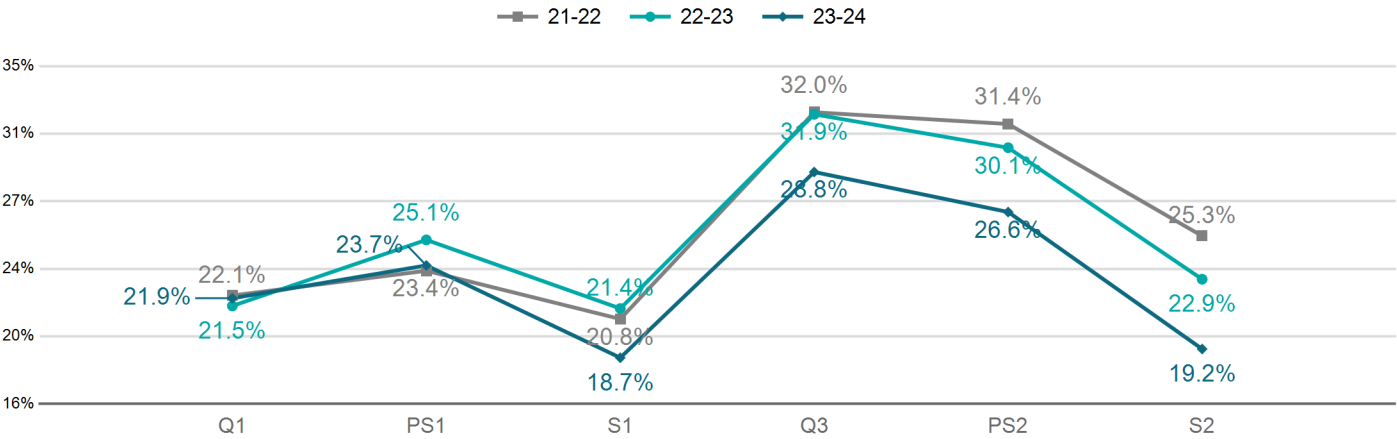


Graphs for subgroups on following pages.

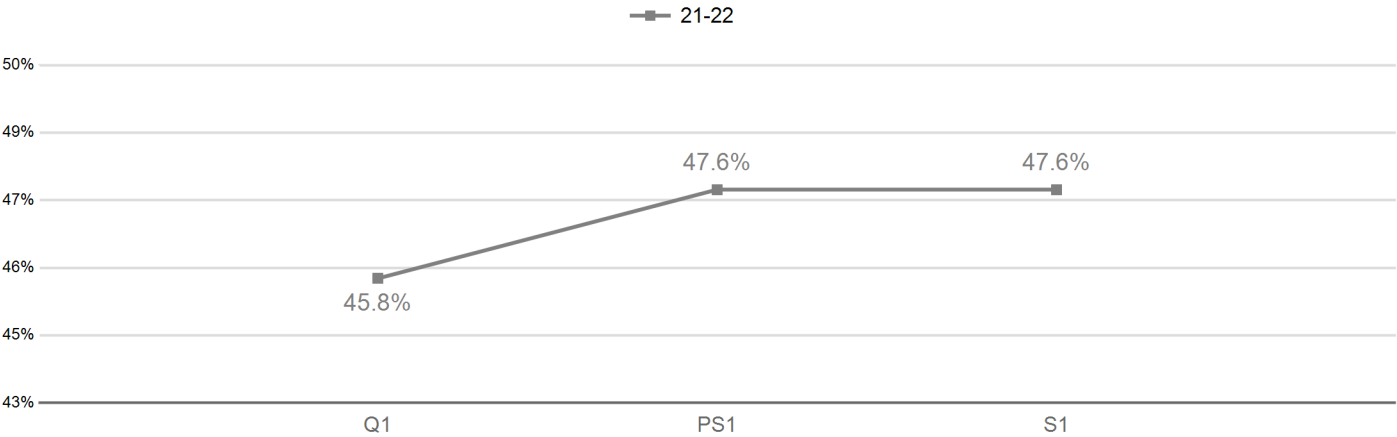
Polytechnic D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

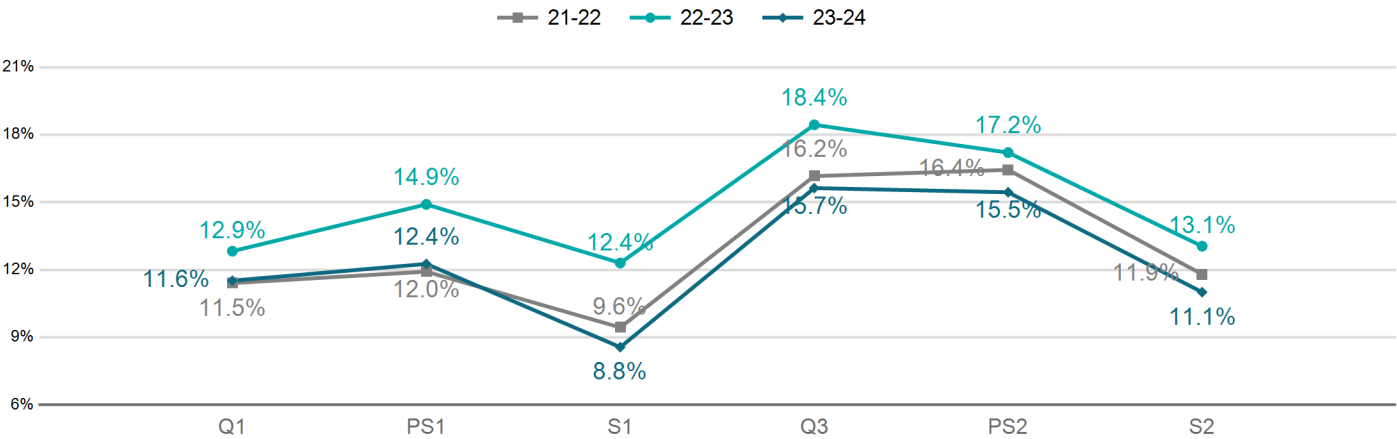
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



Category: Ethnicity - Subgroup: Asian

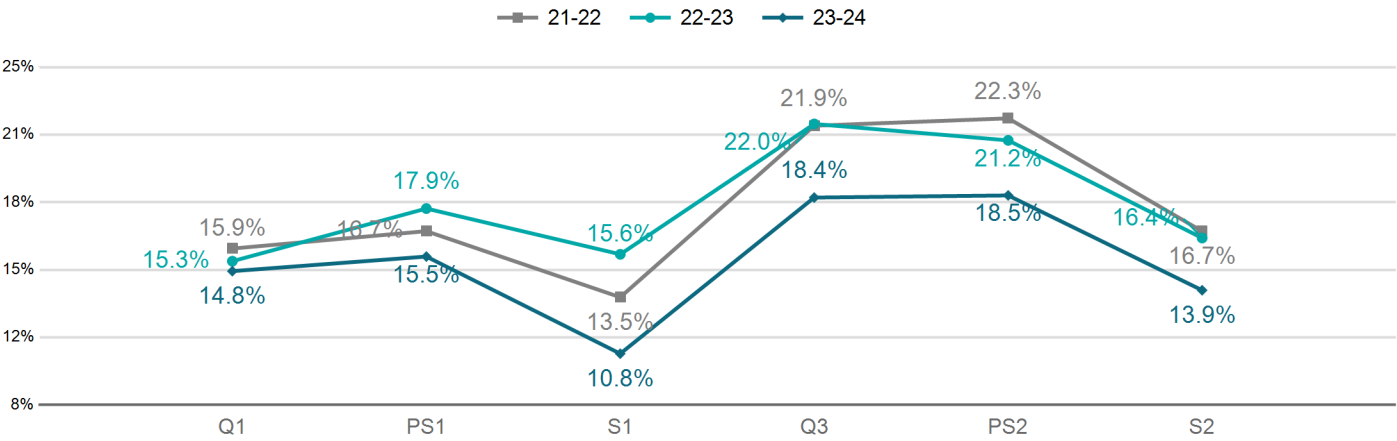


Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

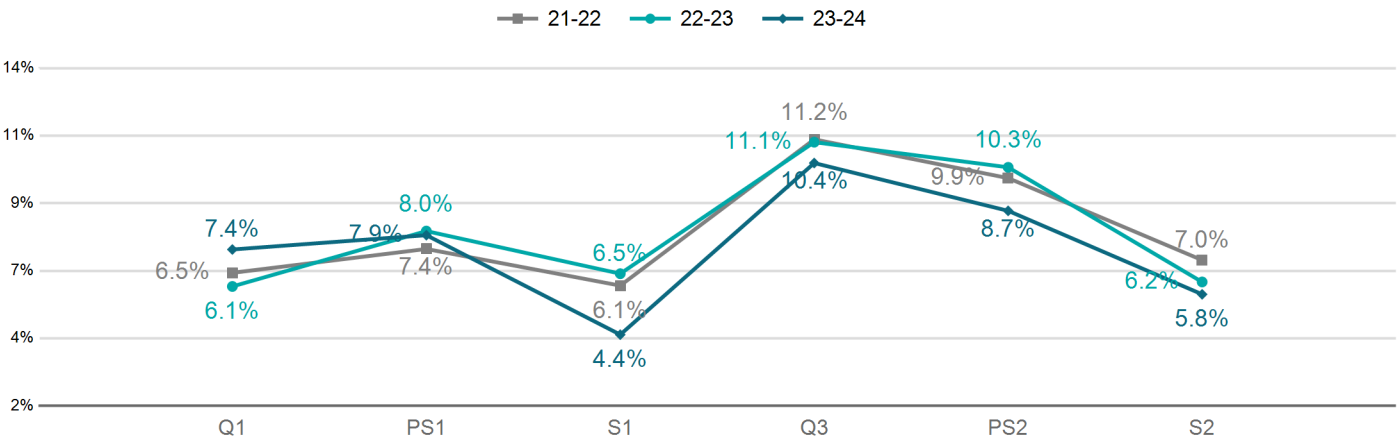
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Ethnicity - Subgroup: Cambodian



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

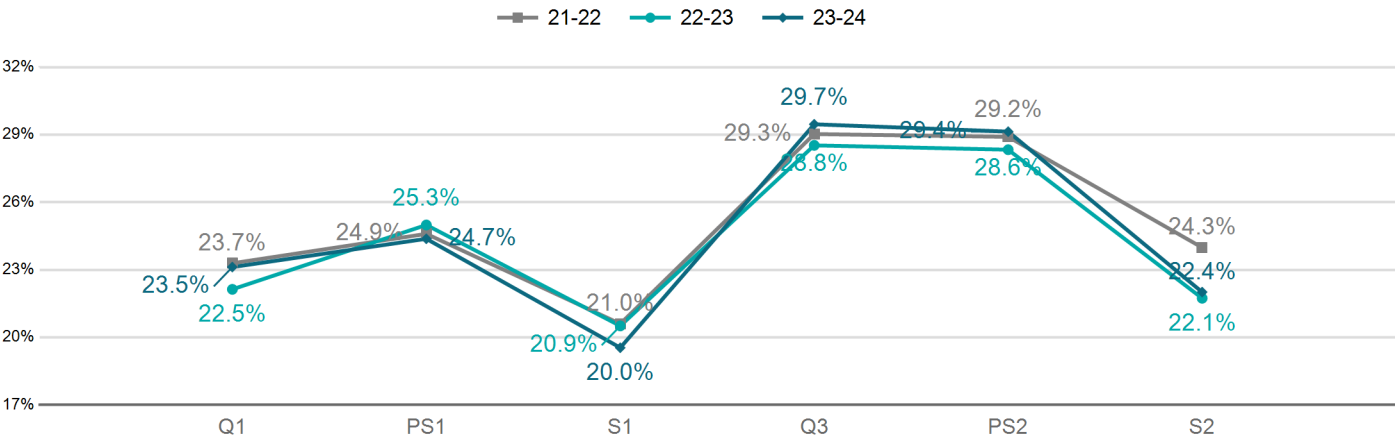


Category: Ethnicity - Subgroup: Hispanic

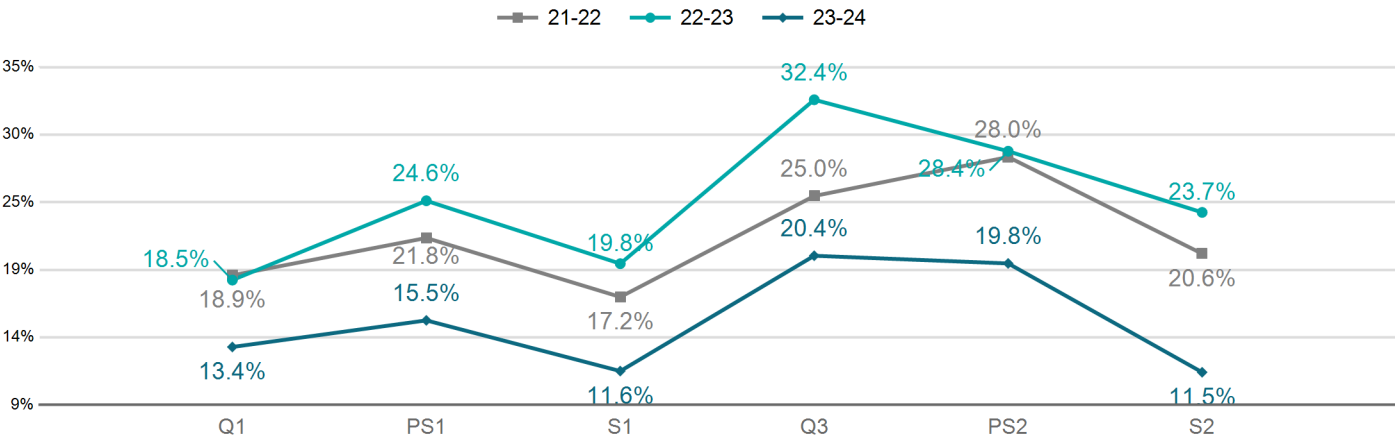
Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

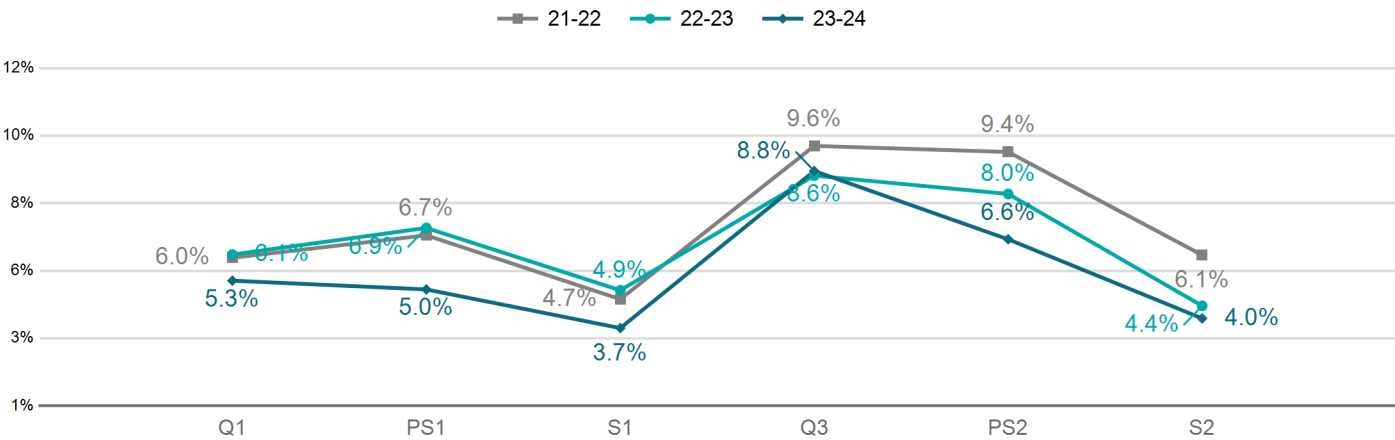
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

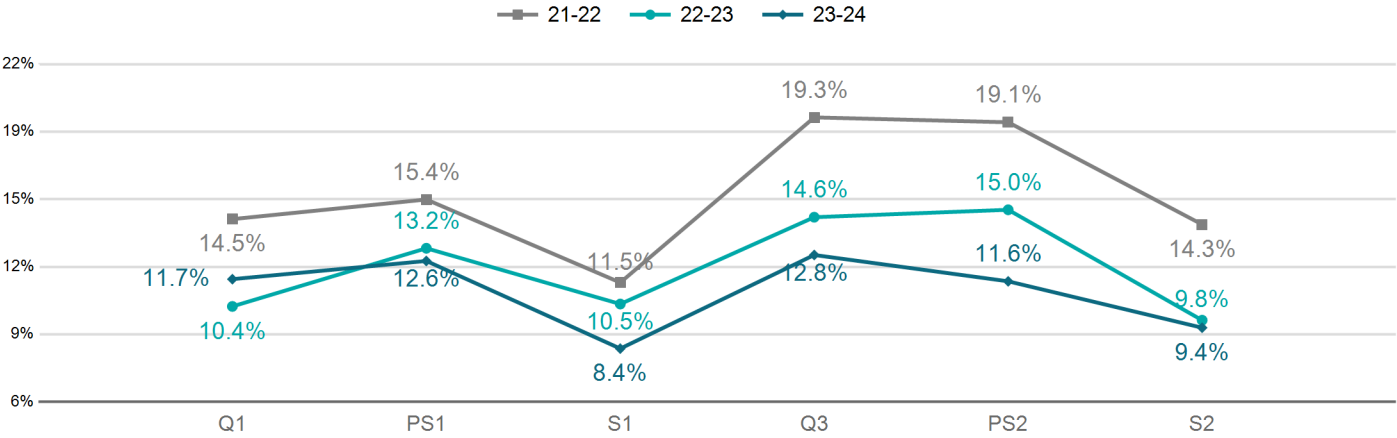


Category: Ethnicity - Subgroup: Other

Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

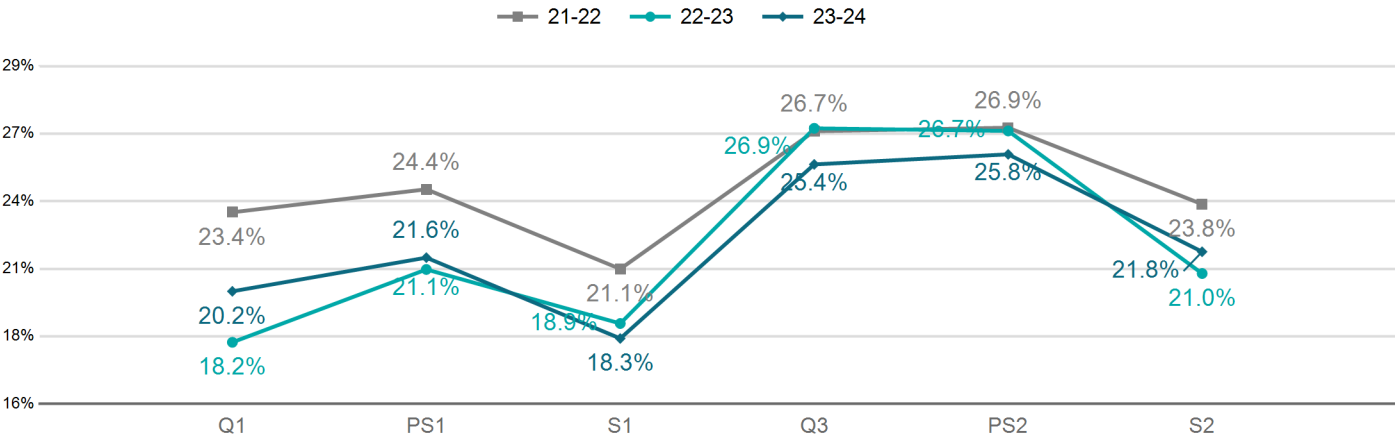
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



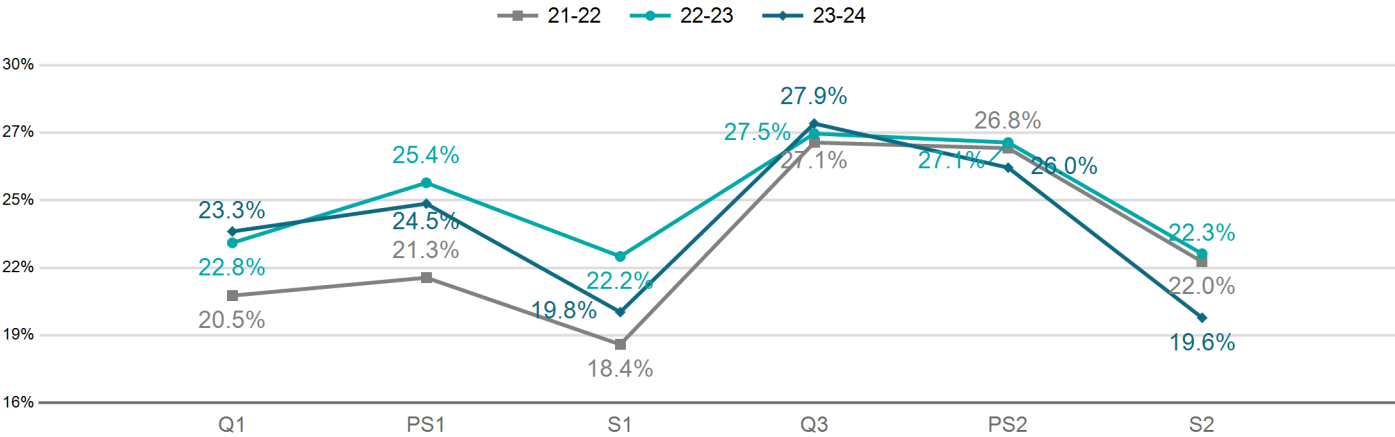
Polytechnic D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

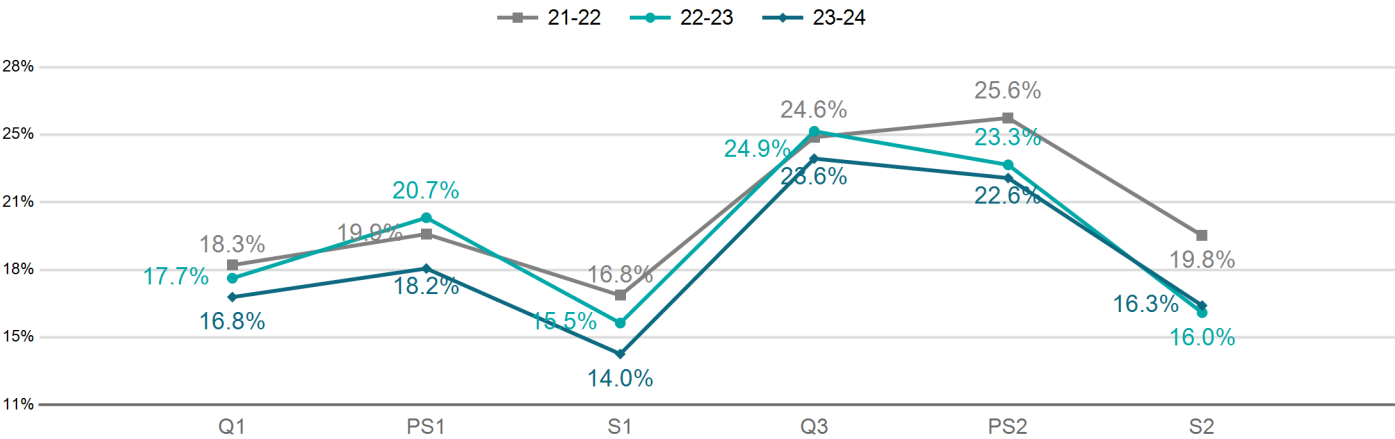
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

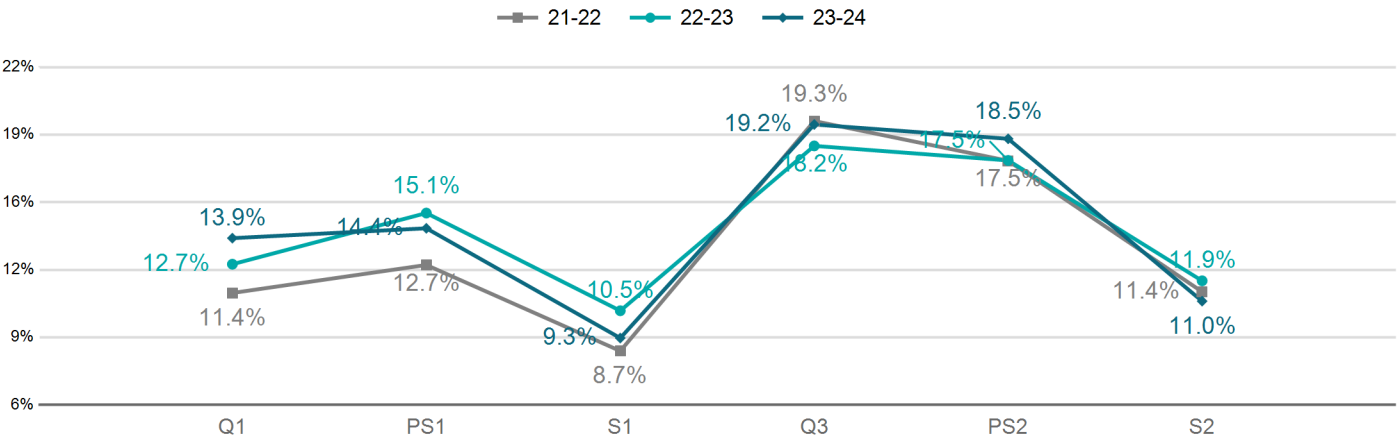


Polytechnic D/F Rate - 3 year Comparison

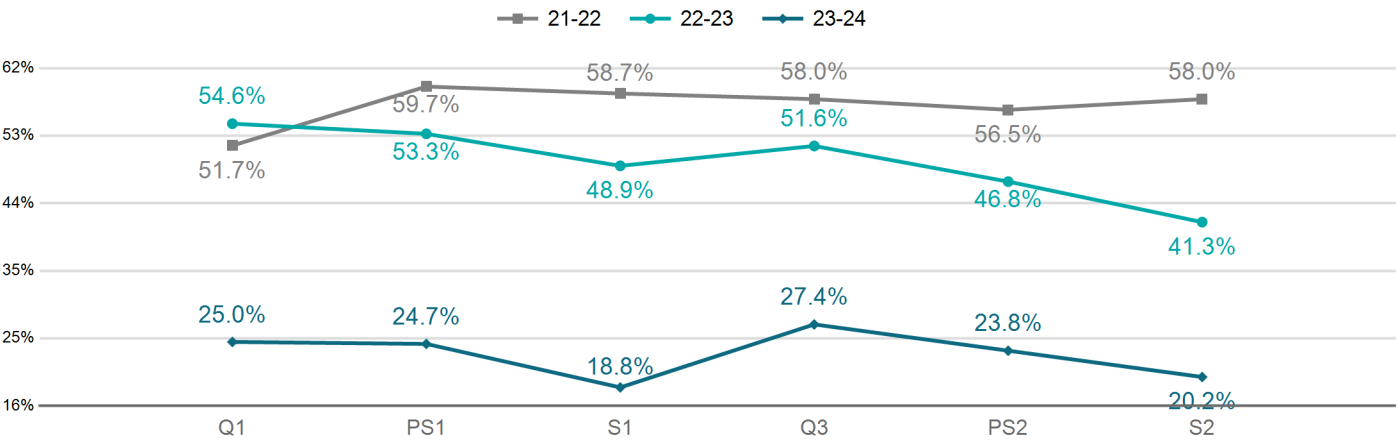
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12



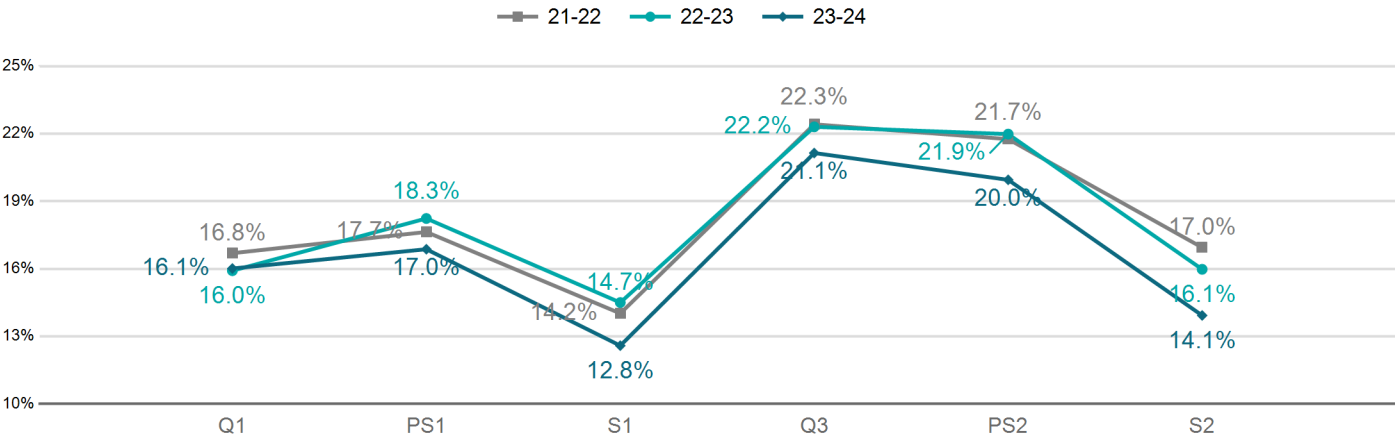
Category: Grade - Subgroup: Gr. 13



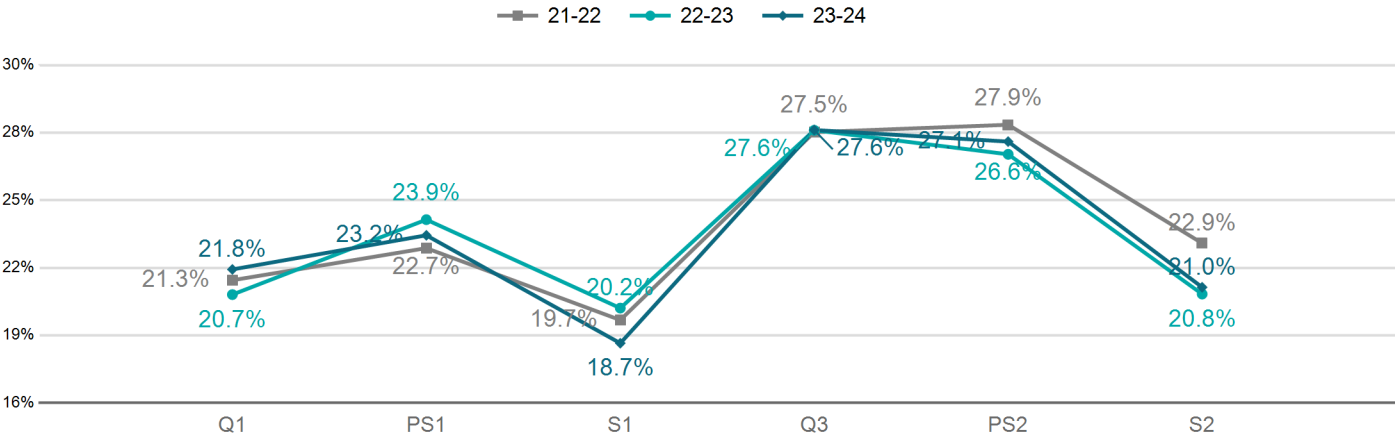
Polytechnic D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

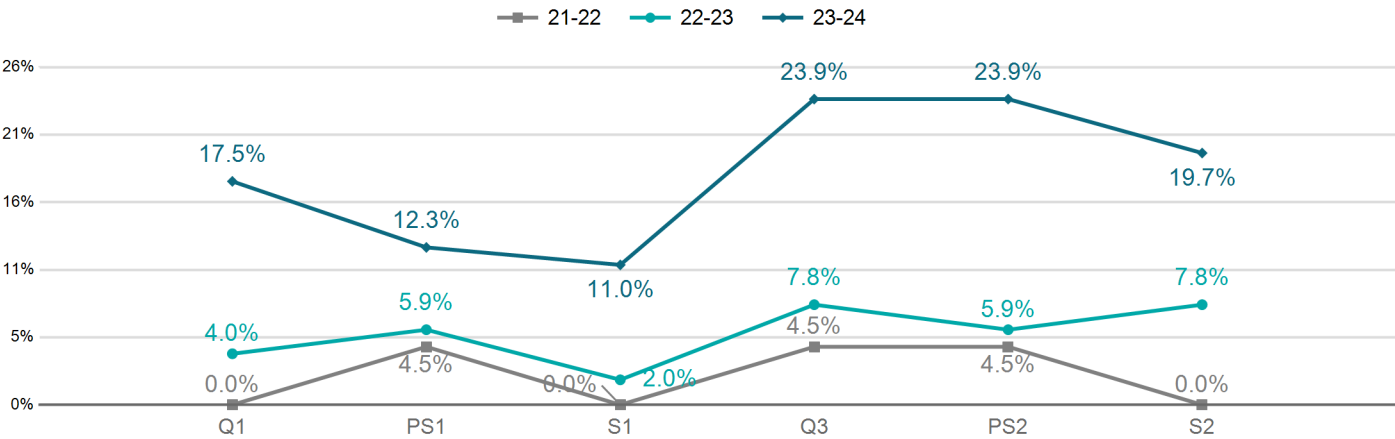
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



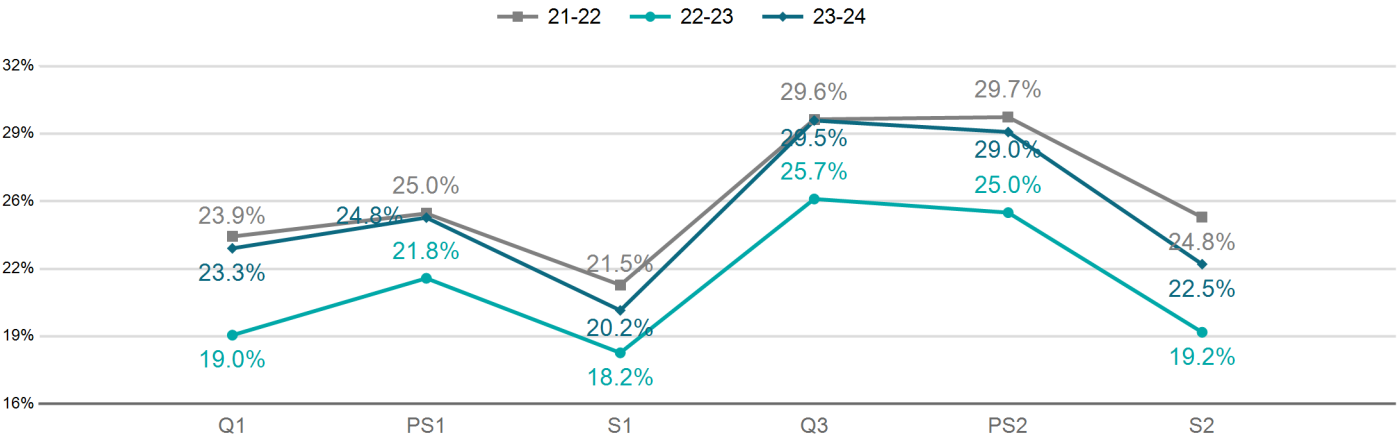
Category: Gender - Subgroup: Nonbinary



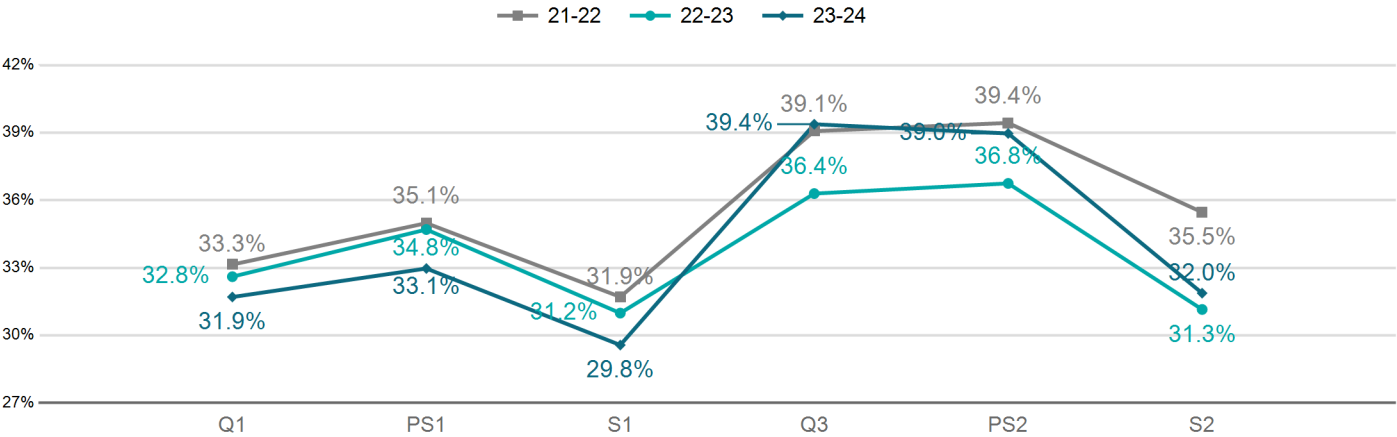
Polytechnic D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

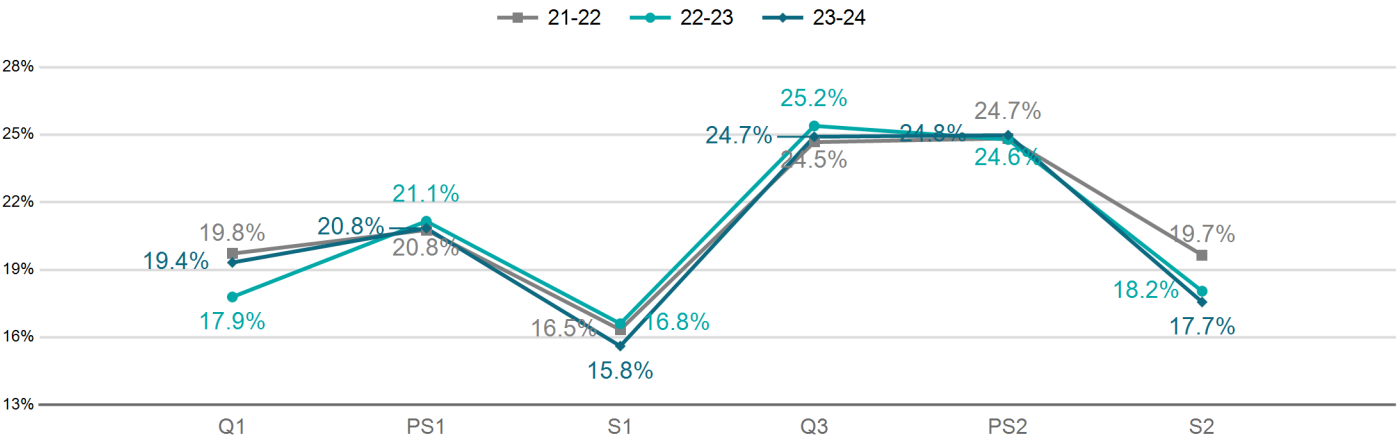
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

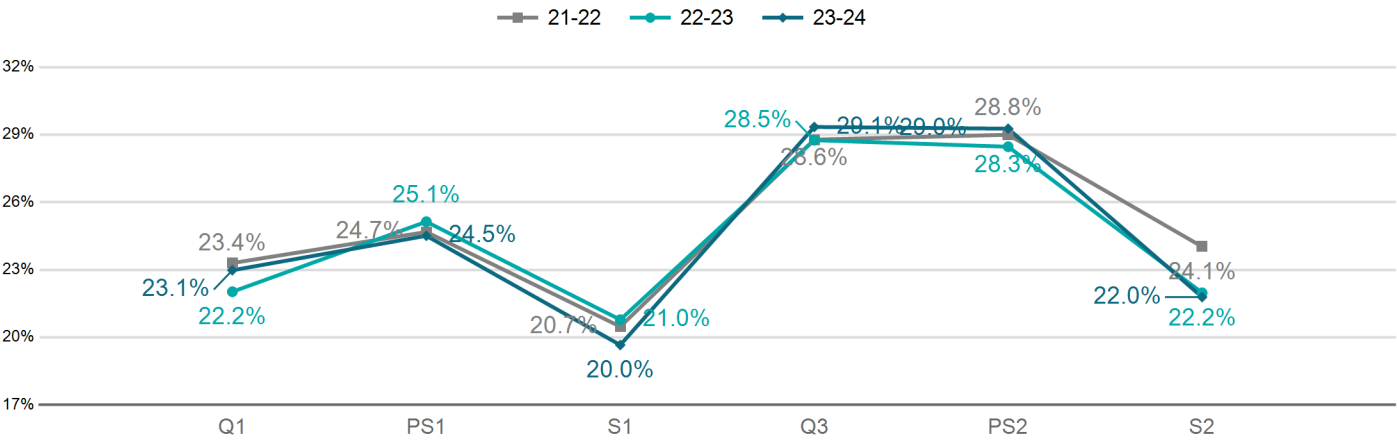


Polytechnic D/F Rate - 3 year Comparison

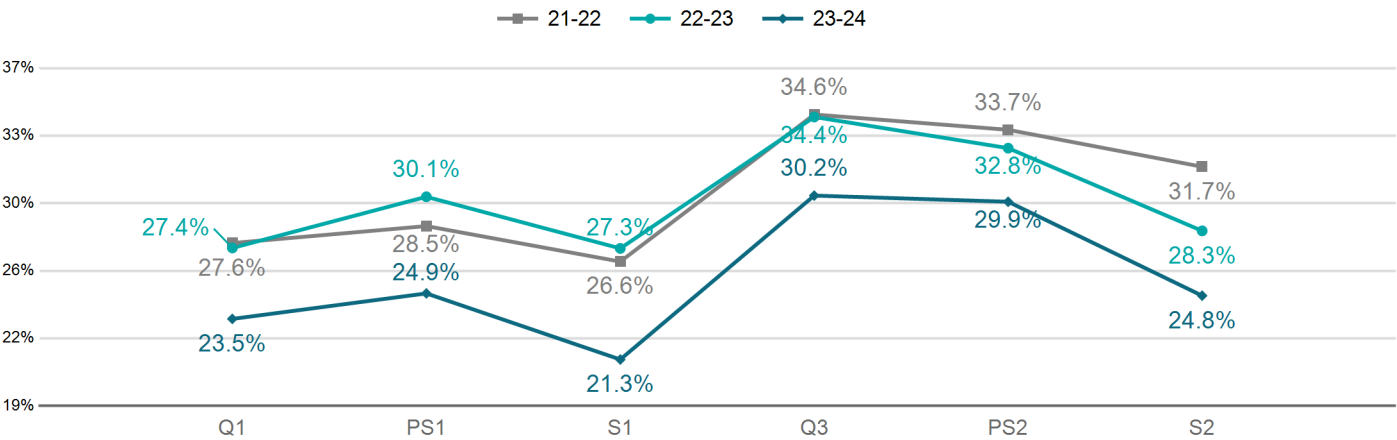
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

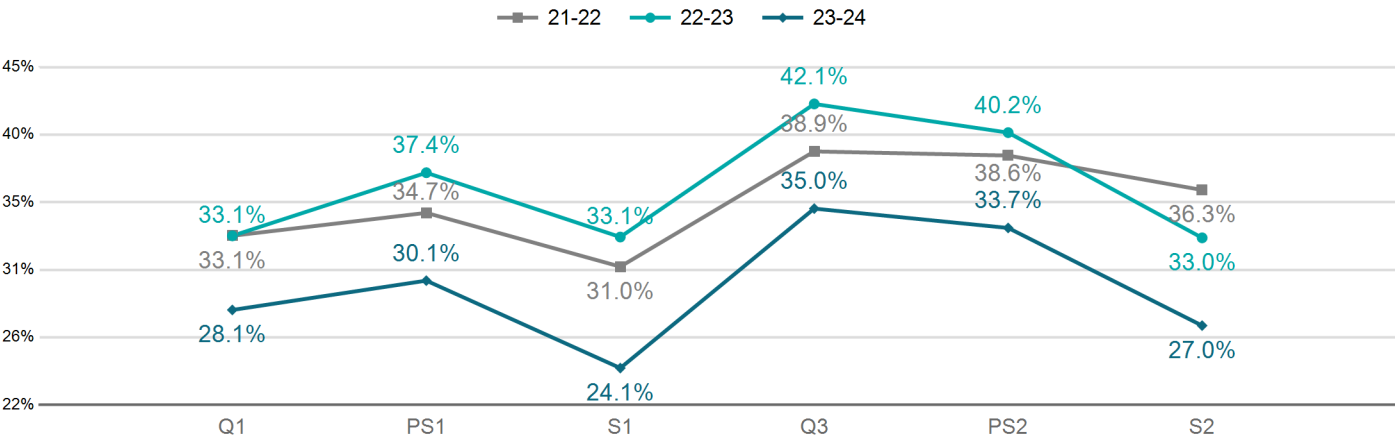


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

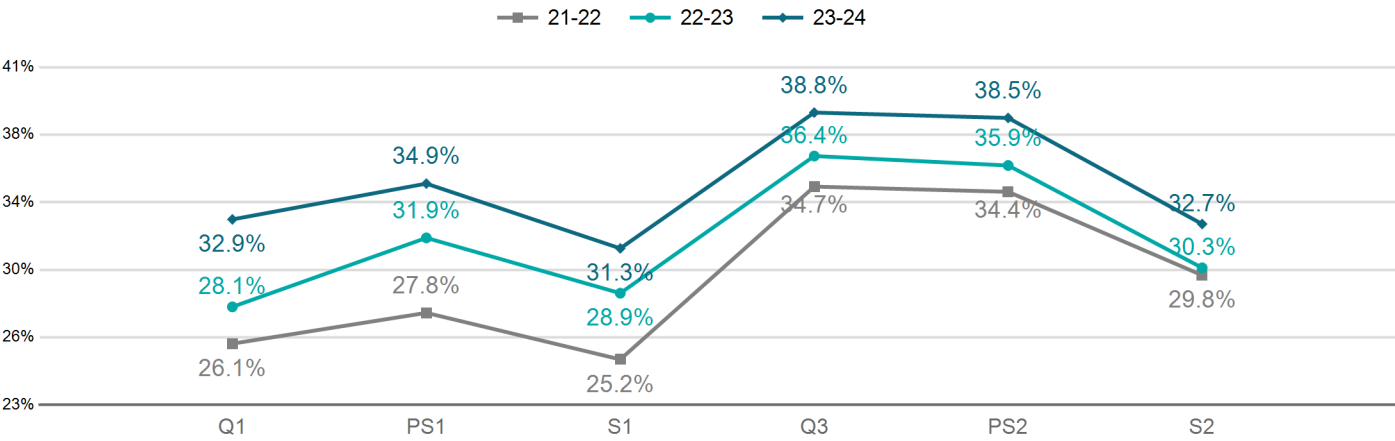
Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

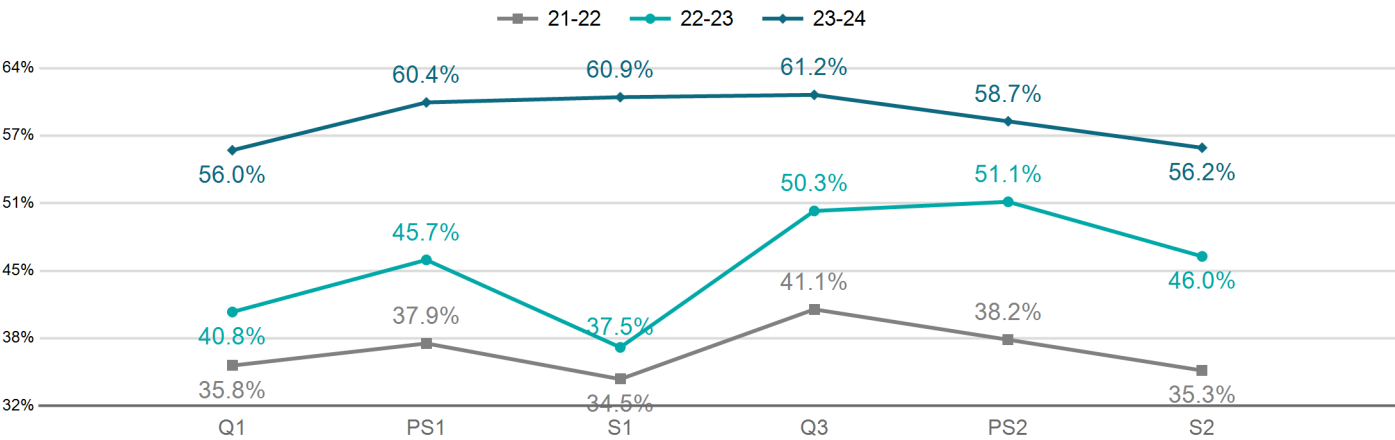
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

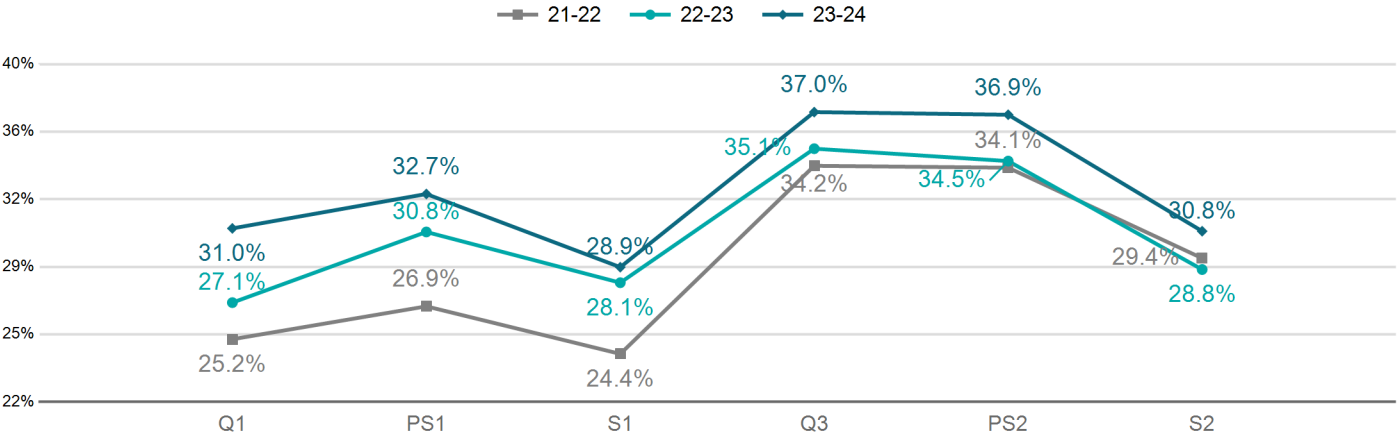


Category: Special Populations - Subgroup: Homeless

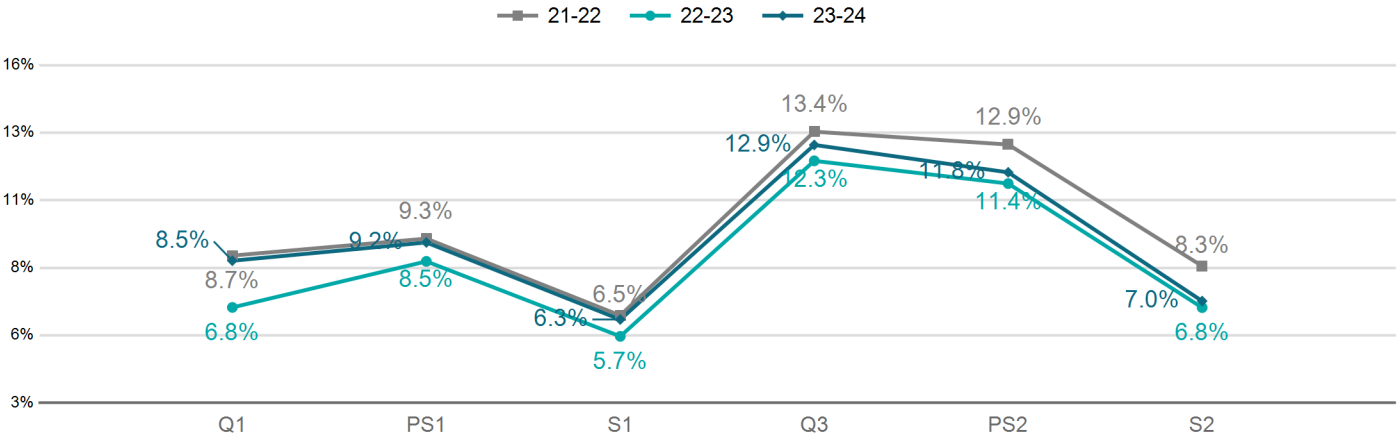
Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



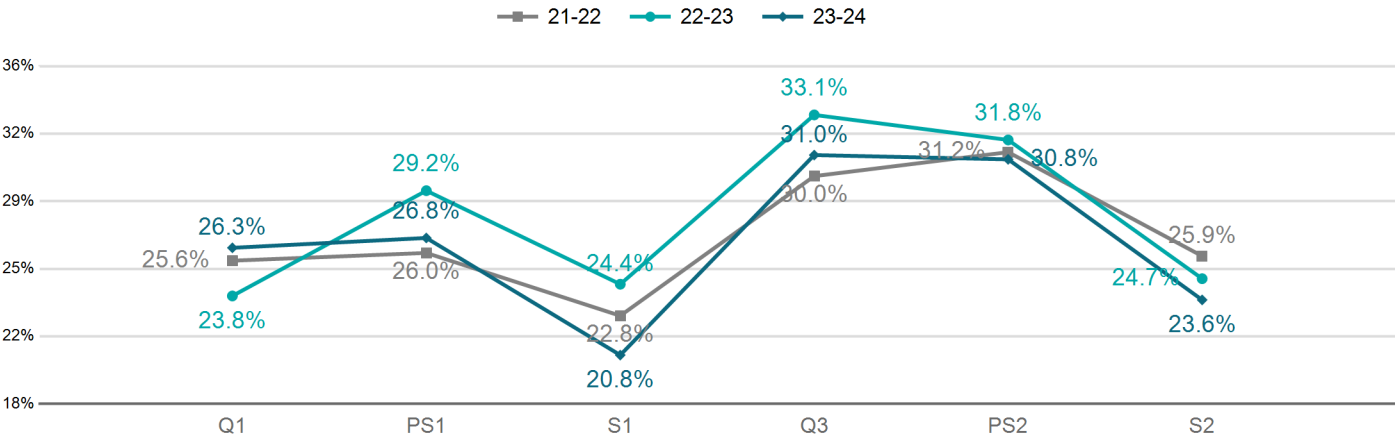
Category: Special Populations - Subgroup: GATE/Excel



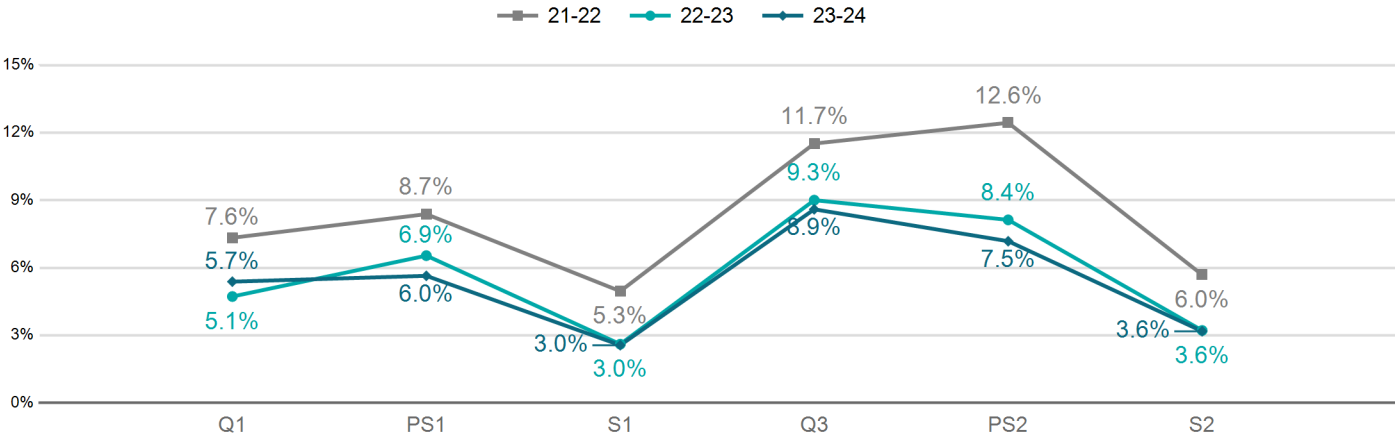
Polytechnic D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

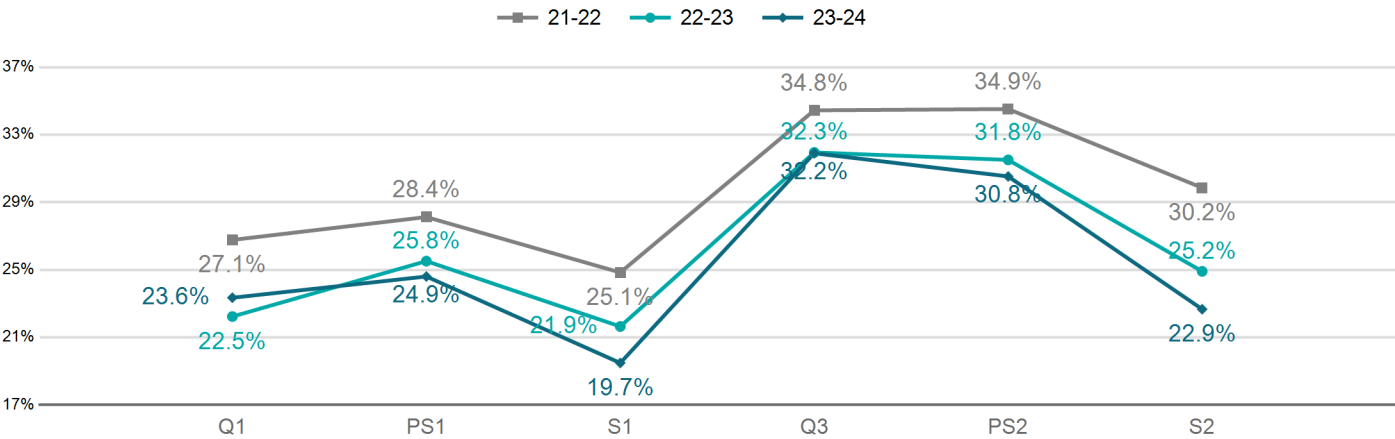
Category: SLC - Subgroup: Poly - BEACH



Category: SLC - Subgroup: Poly - CIC



Category: SLC - Subgroup: Poly - MEDS

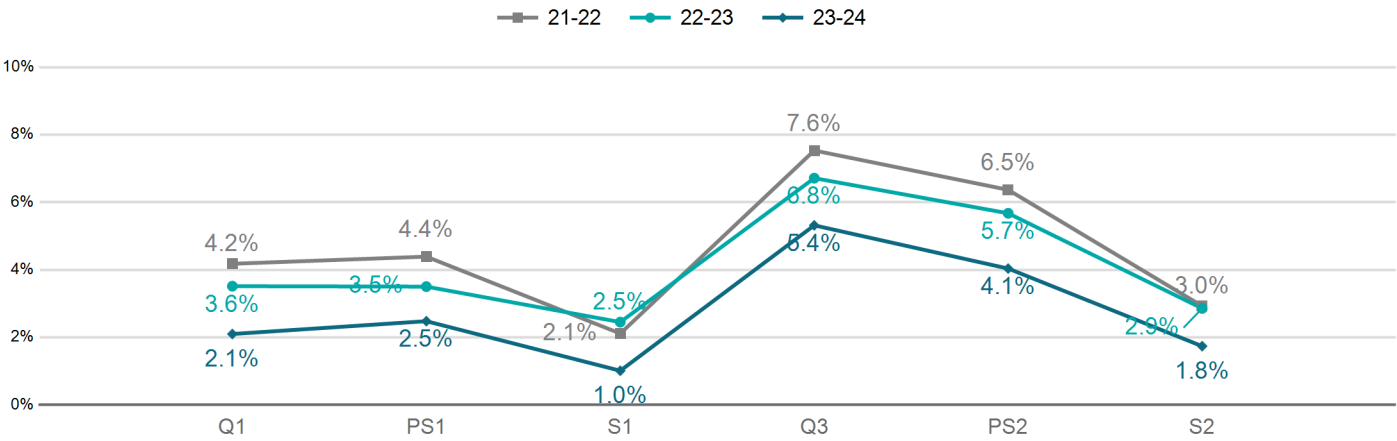


Polytechnic D/F Rate - 3 year Comparison

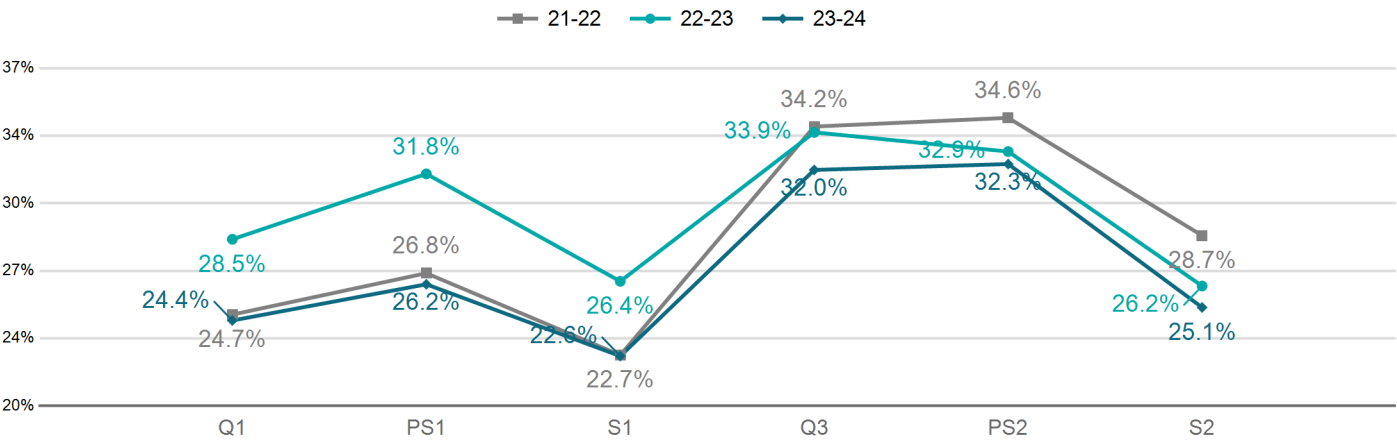
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Poly - PACE



Category: SLC - Subgroup: Poly - PACRIM

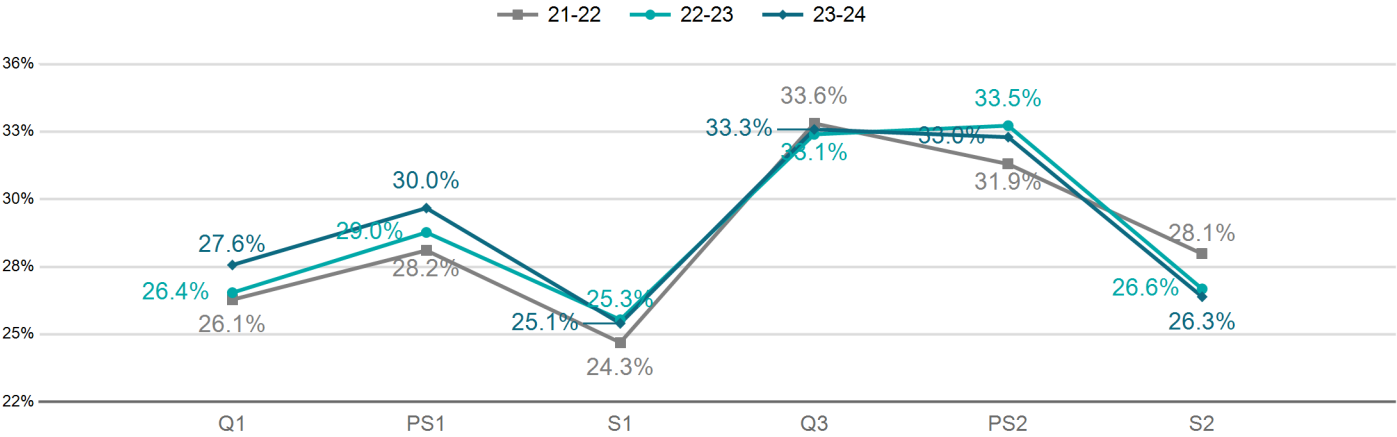


Category: SLC - Subgroup: Poly - PARTS

Polytechnic D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Polytechnic High School ▾

If TSI/ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

11/15/25

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI) ▾

Polytechnic High School ▾

Si es TSI o ATSI, identifique los subgrupos::

- | | | |
|--|--|--|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

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

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

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

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

**por sus siglas en inglés*

Fecha de aprobación por el SSC

Firma del director

Firma del presidente del SSC

Inequidad de recursos

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

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

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

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



LONG BEACH POLYTECHNIC HIGH SCHOOL
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LONG BEACH POLYTECHNIC HIGH SCHOOL
(L B Poly)
PARENT/Guardian-TEACHER-STUDENT COMPACT
2024 - 2025

The program at Long Beach Polytechnic High School is designed to develop each student's potential for intellectual, emotional, and physical growth. In order to achieve this, the home and school must be willing to recognize and agree upon the responsibilities of each party in the learning process.

As a **STUDENT**, I pledge to:

1. Cooperate with the school community to build a mutually respectful environment.
2. Attend all classes daily and on time. If a student is unable to attend classes in person, then they will check the LMS ie. CANVAS to stay up to date with all assignments and announcements.
3. Complete all school work with academic integrity.
4. Respect the rights of others to learn without distraction and disruption by following all of the Poly HS and classroom rules and norms.
5. Be familiar with and work towards LB Poly HS' Mission, Vision, and Core Beliefs:

A. Mission: *To support the personal and intellectual success of every student, every day.*

B. Vision: *To make every student a responsible, productive citizen in a diverse and competitive world.*

C. Core Beliefs:

1. *Parents/Guardians as Partners: Since families are students' first teachers, the staff will collaborate with families to establish working relationships to benefit the students.*
2. *High Expectations: All students are expected to challenge themselves in appropriately rigorous classes to prepare for their future.*
3. *Continual Improvement: Teachers, staff, and students are committed to continually acquire knowledge and improve their skills.*
4. *Safety: The safety of our students and staff is of paramount importance to students, staff, and families.*
5. *Technology: Each student graduates with computer skills and knows how to use technology ethically and purposefully*
6. *Well-Rounded Education: All students will participate in academics and have access to athletics, the arts, and vocational courses which are important to a well-rounded education.*
7. *Closing the Achievement Gap: Assisting all students to achieve at their highest possible level.*
8. *Exhibit self-advocacy by communicating with teachers, checking the online LMS ie. CANVAS or attending all provided interventions.*

As a **PARENT/GUARDIAN**, I pledge to:

1. Will be actively involved and check my child's homework, follow his/her progress regularly using the online LMS ie. CANVAS, ParentVue, and the school website for announcements, and attend parent events.
2. Ensure that my child obtains adequate food and rest so that my child is ready to learn.
3. Speak with my child about his/her activities everyday.
4. Adhere and reinforce the Long Beach Poly HS discipline policy.
5. Be familiar with and work towards Long Beach Poly HS' Mission, Vision, and Core Beliefs:

A. Mission: *To support the personal and intellectual success of every student, every day.*

B. Vision: *To make every student a responsible, productive citizen in a diverse and competitive world.*

C. Core Beliefs:

1. *Parents/Guardians as Partners: Since families are students' first teachers, the staff will collaborate with families to establish working relationships to benefit the students.*
2. *High Expectations: All students are expected to challenge themselves in appropriately rigorous classes to prepare for their future.*
3. *Continual Improvement: Teachers, staff, and students are committed to continually acquire knowledge and improve their skills.*
4. *Safety: The safety of our students and staff is of paramount importance to students, staff, and families.*
5. *Technology: Each student graduates with computer skills and knows how to use technology ethically and purposefully*
6. *Well-Rounded Education: All students will participate in academics and have access to athletics, the arts, and vocational courses which are important to a well-rounded education.*
7. *Closing the Achievement Gap: Assisting all students to achieve at their highest possible level.*
8. *Exhibit self-advocacy by communicating with teachers, checking the online LMS ie. CANVAS or attending all provided interventions.*

As a Poly High School **TEACHER**, I pledge to:

1. Provide clear instruction in the subject areas determined by the State of California.
2. Make content accessible in multiple learning modalities and for various personalities.
3. Provide a safe and pleasant atmosphere for learning.
4. Provide prevention and interventions in the classroom for student success.
5. Provide clear evaluations of student's progress and achievement with suggested interventions to both the students and parents/guardians.
6. Participate in and support school events.
7. Support the school's safety procedures and policies.
8. Model respectful discourse and interaction.
9. Be familiar with and work towards Poly HS' Mission, Vision, and Core Beliefs:

A. Mission: *To support the personal and intellectual success of every student, every day.*

B. Vision: *To make every student a responsible, productive citizen in a diverse and competitive world.*

C. Core Beliefs:

1. *Parents/Guardians as Partners: Since families are students' first teachers, the staff will collaborate with families to establish working relationships to benefit the students.*
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4. *Safety: The safety of our students and staff is of paramount importance to students, staff, and families.*
5. *Technology: Each student graduates with computer skills and knows how to use technology ethically and purposefully*
6. *Well-Rounded Education: All students will participate in academics and have access to athletics, the arts, and vocational courses which are important to a well-rounded education.*
7. *Closing the Achievement Gap: Assisting all students to achieve at their highest possible level.*
8. *Exhibit self-advocacy by communicating with teachers, checking the online LMS ie. CANVAS or attending all provided interventions.*

As Poly High School **ADMINISTRATORS** and **SUPPORT STAFF**, We Pledge to:

1. Create a welcoming environment for children and parents/guardians by serving their needs efficiently and courteously.
2. Ensure a safe, clean and orderly learning environment.
3. Reinforce the partnership between student, classroom, and staff.
4. Act as instructional leaders by supporting teachers in their classrooms.
5. Provide appropriate in-services and training for teachers and parents/guardians.
6. Provide necessary interventions for students.
7. Be familiar with and work toward Poly High School's Mission, Vision, and Core Beliefs:

A. Mission: *To support the personal and intellectual success of every student, every day.*

B. Vision: *To make every student a responsible, productive citizen in a diverse and competitive world.*

C. Core Beliefs:

1. *Parents as Partners: Since families are students' first teachers, the staff will collaborate with families to establish working relationships to benefit the students.*
2. *High Expectations: All students are expected to challenge themselves in appropriately rigorous classes to prepare for their future.*
3. *Continual Improvement: Teachers, staff, and students are committed to continually acquire knowledge and improve their skills.*
4. *Safety: The safety of our students and staff is of paramount importance to students, staff, and families.*
5. *Technology: Each student graduates with computer skills and knows how to use technology ethically and purposefully*
6. *Well-Rounded Education: All students will participate in academics and have access to athletics, the arts, and vocational courses which are important to a well-rounded education.*
7. *Closing the Achievement Gap: Assisting all students to achieve at their highest possible level.*
8. *Exhibit self-advocacy by communicating with teachers, checking CANVAS or attending virtual tutoring.*

The characteristics of a Poly High School graduate.

Upon graduation students will be:

VISION 2035

1. Centering student needs and voice
2. Authentic community engagement and collaboration
3. Culture of innovation and creativity
4. Diversity and inclusion
5. Environment that fosters connection, respect and safety
6. Equity and social justice
7. Excellence and accountability through continuous improvement
8. Fostering joy and commitment
9. Integrity and responsible leadership



School Site Council Student Representative Signature: Date:

School Site Council Parent Representative Signature: Date:

School Site Council Teacher Representative Signature: Date:

Poly High School Principal Signature: Date:

Poly High School Support Staff Signature: Date:



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LONG BEACH POLYTECHNIC HIGH SCHOOL
(L B Poly)
PACTO PADRE/TUTOR-MAESTRO-ESTUDIANTE
2024 - 2025

El programa de Long Beach Polytechnic High School está diseñado para desarrollar el potencial de crecimiento intelectual, emocional y físico de cada estudiante. Para lograr esto, el hogar y la escuela deben estar dispuestos a reconocer y acordar las responsabilidades de cada parte en el proceso de aprendizaje.

Misión: *Apoyar el éxito personal e intelectual de cada estudiante, todos los días.*

Visión: *Hacer de cada estudiante un ciudadano responsable y productivo en un mundo diverso y competitivo.*

Creencias fundamentales:

1. *Padres/Tutores como Socios: como las familias son los primeros maestros de los estudiantes, el personal colaborará con las familias para establecer relaciones de trabajo en beneficio de los estudiantes.*
2. *Altas Expectativas: Se espera que todos los estudiantes se desafíen a sí mismos en clases apropiadamente rigurosas para prepararse para su futuro.*
3. *Mejora continua: los maestros, el personal y los estudiantes están comprometidos a adquirir conocimientos y mejorar continuamente sus habilidades*
4. *Seguridad: La seguridad de nuestros estudiantes y personal es de suma importancia para estudiantes, personal, y familias.*
5. *Tecnología: Cada estudiante se gradúa con conocimientos de informática y sabe utilizar la tecnología de forma ética y con buen propósito.*
6. *Educación integral: todos los estudiantes participarán en caminos y tener acceso a deportes, artes y cursos vocacionales que son importantes para una educación integral.*
7. *Cerrar la brecha de logros: ayudar a todos los estudiantes a alcanzar el nivel más alto posible.*
8. *Demuestre autodefensa comunicándose con los maestros, consultando el LMS en línea, es decir. CANVAS o asistiendo a todas las intervenciones previstas*

Como **ESTUDIANTE**, me comprometo a:

1. Cooperar con la comunidad escolar para construir un ambiente de respeto mutuo.
2. Asistir a todas las clases diariamente y a tiempo. Si un estudiante no puede asistir a clases en persona, verificará el LMS, es decir. CANVAS para estar al día de todas las tareas y anuncios.
3. Completar todo el trabajo escolar con integridad académica.
4. Respetar los derechos de los demás a aprender sin distracciones ni interrupciones siguiendo todas las reglas y normas de Poly HS y normas del aula
5. Familiarizarse y trabajar para lograr la misión, visión y creencias fundamentales de LB Poly HS.

Como **PADRE/TUTOR**, me comprometo a:

1. Participaré activamente y revisaré la tarea de mi hijo, seguiré su progreso regularmente utilizando el LMS en línea, CANVAS, ParentVue y el sitio web de la escuela para recibir anuncios y asistir a eventos para padres.
2. Asegurarme de que mi hijo/a obtenga alimentación y descanso para que esté listo para aprender.
3. Hablar con mi hijo/a sobre sus actividades todos los días.
4. Adherirse y reforzar la política disciplinaria de Long Beach Poly HS.
5. Familiarizarse y trabajar para lograr la misión, la visión y las creencias fundamentales de Long Beach Poly HS.

Como **MAESTRO/A** de Poly High School, me comprometo a: As a Poly High School **TEACHER**, I pledge to:

1. Proporcionar instrucción clara en las áreas temáticas determinadas por el Estado de California.
2. Hacer que el contenido sea accesible en múltiples modalidades de aprendizaje y para varias personalidades.
3. Proporcionar un ambiente seguro y agradable para el aprendizaje.
4. Proporcionar prevención e intervención en las aulas para el éxito de los estudiantes.
5. Proporcionar evaluaciones claras del progreso de los estudiantes y logros de los estudiantes con intervenciones sugeridas tanto para los estudiantes como para los padres/tutores.
6. Participar y apoyar eventos escolares.
7. Apoyar los procedimientos y políticas de seguridad de la escuela.
8. Modelar discurso e interacción respetuosamente.
9. Familiarizarse y trabajar para lograr la Misión, Visión, y las creencias fundamentales de Poly HS.

Como **ADMINISTRADORES** y **PERSONAL DE APOYO** de Poly High School, nos comprometemos a:

1. Crear un ambiente acogedor para los niños y los padres/tutores atendiendo sus necesidades de manera eficiente y cortés.
2. Garantizar un ambiente de aprendizaje seguro, limpio y ordenado.
3. Reforzar la asociación entre los estudiantes, el aula y el personal.
4. Actuar como líderes educativos apoyando a los maestros en sus aulas.
5. Proporcionar servicios internos y entrenamientos adecuados para maestros y padres/tutores..
6. Proporcionar las intervenciones necesarias para los estudiantes.
7. Familiarizarse y trabajar para lograr la Misión, Visión, y las creencias fundamentales de Poly HS.



Polytechnic High School

Parent Involvement Guidelines

2024-2025

Poly High School has developed jointly with the members of School Site Council and distributed to, a school Parent/Guardian Involvement Guidelines. These Guidelines establish Poly High School's expectations for parental/guardian involvement and describe how the school will implement a number of specific parental involvement activities. The Home-School compact is a component of the Parent/Guardian Involvement Guidelines.

PART I

Poly High School agrees to implement the following requirements:

- Jointly develop with parents, to distribute to parents/guardians of participating children, Parent/Guardian Involvement Guidelines.
- Notify parents about the school Parent/Guardian Involvement Guidelines in an understandable and uniform format and, to the extent practical, will distribute these Guidelines to parents in a language the parents/guardians can understand.
- Make the school Parent/Guardian Involvement Guidelines available to the local community.
- Periodically update the school Parent/Guardian Involvement Guidelines to meet the changing needs of parents/guardians and the school. The School Site Council (SSC) must approve these Guidelines annually.
- Adopt the school's Home-School compact as a component of its school Parent/Guardian Involvement Guidelines. The School Site Council must approve the Compact annually.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT/GUARDIAN INVOLVEMENT GUIDELINES COMPONENTS

1. Poly High School will take the following actions to involve parents/guardians in the joint development and joint agreement of its school Parent/Guardian Involvement Guidelines and its schoolwide plan. School will update periodically its School Parental/Guardian Involvement Guidelines to meet the changing needs of parents and the school:
 - Attendance at one of the district trainings or school site training:
 - i. Responsibilities & Roles of School Site Council (SSC) and its members
 - ii. Composition of SSC

10/23/24

- iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
- Plan meeting with SSC & ELAC parents (at a convenient time) to review assessment data, Single Plan for Student Achievement and previous year's Parent Involvement Guidelines
 - i. Invite other parents and stakeholders to attend the meeting via flier posted on the school website
 - ii. Announce at Back-to-School Night
 - iii. Use School Messenger and the Poly HS school website to announce dates/location of meetings
 - iv. Current LMS ie. CANVAS
 - v. Social Media Websites such as Instagram and Twitter
 - At Meeting
 - i. Review School Plan, Parent/Guardian Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
 - ii. School Site Council (SSC) must vote to approve the Parent/Guardian Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
 - iii. Oral and written translations made available for Spanish and Khmer parents.
2. Poly High School will take the following actions to distribute to parents of participating children and the local community, the school Parent/Guardian Involvement Guidelines:
- SSC & ELAC meetings
 - Counseling Office Counter
 - Back to School Night
 - School website
3. Poly High School will provide information about programs to parents of participating children in a timely manner:
- On Counseling Office Counter
 - At SSC, ELAC meetings and other parent meetings (PTSA)
 - At Back-to-School Night
 - On School Website
 - School Messenger
 - Current LMS ie. CANVAS
 - Social Media Websites such as Instagram and Twitter
4. Poly High School will provide to parents/guardians of students enrolled at Poly a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Back-to-School night, 9th grade orientation for parents/guardians, A-G requirement workshops
 - Pathway program parent meetings
 - Scholarship Awareness Night
 - Parent/Guardian-teacher conferences

5. If requested Poly High School will provide parents/guardians of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent-Teacher conferences, telephone calls, email, school LMS ie. CANVAS

PART III

SHARED RESPONSIBILITIES FOR HIGH SCHOOL STUDENT ACADEMIC ACHIEVEMENT

1. Poly High School will build capacity for strong parental/guardian involvement in order to ensure effective parent/guardian/school partnership and to improve student academic achievement, through the following activities specifically described below:
 - Parent/Guardian-Teacher conferences
 - District trainings offered for parents and staff
 - Monthly calendars of Parent/Guardian Workshops posted on district website
 - DCAC and ELAC meetings
 - District website resources: click “P” for Parent/Guardian Involvement
 - Support provided through pathway parent/guardian meetings.
 - Current LMS ie. CANVAS
2. Poly High School will incorporate the Home-School Compact as a component of its School Parental/Guardian Involvement Guidelines:
 - Outlines the shared responsibility of home, school and student in academic achievement
 - Developed/reviewed at first SSC and ELAC meetings
 - School Site Council must vote to approve compact
 - School website/ Counseling Office
3. Poly High School will provide assistance to parents in understanding:
 - the State’s academic content standards
 - the State and local academic assessments including alternate assessments
4. Poly High School will, with the assistance of its district and parents/guardians, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents/guardians and schools by:
 - Teacher/Staff in-services
5. Poly High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Post on school website
 - providing necessary literacy training for parents/guardians from LCFF funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - paying reasonable and necessary expenses associated with parental/guardian involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - training parents/guardians to enhance the involvement of other parents/guardians;
 - adopting and implementing model approaches to improving parental/guardian involvement;
 - providing other reasonable support for parental/guardian involvement activities.

PART IV.
ADOPTION

This Poly High School Parental/Guardian Involvement Guidelines has been developed jointly with and adopted by School Site Council members on 10/23/2024 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents/guardians by placement on the Poly High School website and digital copies will be emailed to stakeholders via Synergy email.



Signature of Principal

October 23, 2024

Date



Escuela secundaria Politécnica
Pautas para la participación de los padres.
2024-2025

La secundaria Poly ha desarrollado junto con los miembros del Consejo Escolar y distribuido a la escuela Pautas de Participación de padres/tutores. Estas pautas establecen las expectativas de la secundaria Poly para la participación de los padres/tutores y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela es un componente de las Pautas de Participación de padres/tutores.

PARTE I

La secundaria Poly se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, para distribuir a los padres/tutores de los niños participantes, Pautas de Participación de padres/tutores.
- Notificar a los padres sobre las Pautas de Participación de padres/tutores de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas pautas a los padres en un idioma que los padres/tutores puedan entender.
- Poner a disposición de la comunidad local las Pautas de Participación de padres/tutores de la escuela.
- Actualizar periódicamente las Pautas de Participación de padres/tutores de la escuela para satisfacer las necesidades cambiantes de los padres/tutores y de la escuela. El Consejo Escolar (SSC) debe aprobar estas pautas anualmente.
- Adoptar el pacto entre el hogar y la escuela de la escuela como componente de sus pautas escolares para la participación de padres/tutores. El Consejo Escolar debe aprobar el Convenio anualmente.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE PADRES/TUTORES

1. La secundaria Poly tomará las siguientes acciones para involucrar a los padres/tutores en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación de padres/tutores escolares y su plan para toda la escuela. La escuela actualizará periódicamente sus Pautas de Participación de padres/tutores en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar:
 - i. Responsabilidades y funciones del Consejo Escolar (SSC) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - Planifique una reunión con los padres de SSC y ELAC (en un momento conveniente) para revisar los datos de las evaluaciones, el Plan Único para el Rendimiento Estudiantil y las Pautas de Participación de los Padres del año anterior.
 - i. Invite a otros padres y partes interesadas a asistir a la reunión mediante un volante publicado en el sitio web de la escuela.
 - ii. Anuncio en la noche de regreso a clases
 - iii. Utilice School Messenger y el sitio web de la secundaria Poly para anunciar fechas y lugares de las reuniones.
 - iv. LMS actual, es CANVAS
 - v. Sitios web de redes sociales como Instagram y Twitter.
 - En Junta
 - i. Revisar el plan escolar, las Pautas de Participación de padres/tutores y el convenio entre el hogar y la escuela. Como grupo, realice cambios (eliminaciones o adiciones) según sea necesario.
 - ii. El Consejo Escolar (SSC) debe votar para aprobar las Pautas de Participación de padres/tutores y el Pacto entre el hogar y la escuela. Este voto deberá constar en el acta de la reunión.
 - iii. Traducciones orales y escritas disponibles para padres en Español y Khmer.
2. La secundaria Poly tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local las Pautas de Participación de padres/tutores de la escuela:
 - Reuniones del SSC y ELAC
 - Mostrador de la oficina de consejería
 - Noche de regreso a clases
 - Sitio web de la escuela

3. La secundaria Poly proporcionará información sobre los programas a los padres de los niños participantes de manera oportuna:

- En el mostrador de la oficina de consejería
- En las reuniones del SSC, ELAC y otras reuniones de padres (PTSA)
- En la noche de regreso a clases
- En el sitio web de la escuela
- Mensajero escolar
- LMS actual, es CANVAS
- Sitios web de redes sociales como Instagram y Twitter

4. La secundaria Poly proporcionará a los padres/tutores de los estudiantes matriculados en Poly una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:

- Noche de regreso a clases, orientación de noveno grado para padres/tutores, talleres de requisitos A-G
- Reuniones de padres del programa Pathway
- Noche de concientización sobre becas
- Conferencias de padres/tutores-maestros

5. Si se solicita, Poly High School brindará a los padres/tutores de los niños participantes oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:

- Conferencias de padres y maestros, llamadas telefónicas, correo electrónico, LMS escolar, es CANVAS

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL LOGRO ACADÉMICO DE LOS ESTUDIANTES DE SECUNDARIA

1. La secundaria Poly desarrollará la capacidad para una fuerte participación de los padres/tutores con el fin de garantizar una asociación efectiva entre padres/tutores/escuela y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:

- Conferencias de padres/tutores-maestros
- Capacitaciones del distrito ofrecidas para padres y personal.
- Calendarios mensuales de talleres para padres/tutores publicados en el sitio web del distrito
- Reuniones de DCAC y ELAC
- Recursos del sitio web del distrito: haga clic en “P” para participación de padres/tutores

- Apoyo proporcionado a través de reuniones de padres/tutores.
- LMS actual, es CANVAS

2. La secundaria Poly incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas de Participación de padres/tutores en la escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
- Desarrollado/revisado en las primeras reuniones del SSC y ELAC
- El Consejo Escolar debe votar para aprobar el pacto
- Sitio web de la escuela/Oficina de Consejería

3. La secundaria Poly brindará asistencia a los padres para que comprendan:

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. La secundaria Poly, con la ayuda de su distrito y los padres/tutores, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales y construir vínculos entre los padres/tutores y las escuelas mediante :

- Servicios de maestros/personal

5. La secundaria Poly, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades de padres/tutores se envíe a los padres/tutores de los niños participantes de una manera comprensible y formato uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Publicar en el sitio web de la escuela
- proporcionar la capacitación necesaria en alfabetización para padres/tutores con fondos de la LCFF, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres/tutores, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres/tutores para mejorar la participación de otros padres/tutores;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres/tutores;
- Proporcionar otro apoyo razonable para las actividades de participación de los padres/tutores.

PARTE IV.
ADOPCIÓN

Estas Pautas de participación de padres/tutores de la secundaria Poly se desarrollaron y adoptaron conjuntamente con los miembros del Consejo Escolar el 23/10/2024 y estarán vigentes por el período de 1 año. La escuela distribuirá las Pautas a todos los padres/tutores colocándolas en el sitio web de la secundaria Poly y se enviarán copias digitales a las partes interesadas a través del correo electrónico de Synergy.

Firma del director

Fecha