



Browning

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

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

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

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

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

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Over the past three school years, Browning High School demonstrated steady improvement in ELA outcomes, with A–C pass rates increasing from 72–75% in 2022–2023, to 76–77% in 2023–2024, and reaching 82% in both semesters of 2024–2025. Additionally, ELA SBAC proficiency increased to 43.7% in 2024–2025, up from 23.6% in 2023–2024, reflecting meaningful growth in reading and writing achievement. Despite these gains, the 2023 and 2024 California School Dashboards indicated that overall ELA performance remained below grade-level expectations, with multiple student groups performing in the Red and Orange performance levels. Student groups continuing to require targeted support included All Students, Socioeconomically Disadvantaged students, Hispanic students, African American students, and Students with Disabilities. These data demonstrate that while progress has been made, achievement gaps remain, underscoring the need for continued targeted instructional support and intervention in ELA to improve outcomes and reduce subgroup disparities.

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

ELA Semester 1 A-C rate 72%

ELA Semester 2 A=C rate 75%

ELA SBAC rose to 43.7% in 2024-2025 in ELA, up from 23.6% in the 2023-2024 school year.

ELA Goals

English Language Arts (ELA) Goal (2025–2026):

Our English Language Arts (ELA) goal for the 2025–2026 school year is to increase the overall A–C pass rate by 3%, from 82% to 87%.

ELA Sub-Goal

As noted in the 2024 California Department of Education (CDE) Dashboard, English Learners (25%), African American students (-19.35 DFS), Hispanic students (-18.58 DFS), Socioeconomically Disadvantaged students (-17.31 DFS), and Students with Disabilities (-26.05 DFS) were identified in the Red performance level for ELA. By June 2026, the A–C pass rate for each of these student groups will increase by at least 10%, moving performance closer to the Orange performance band and reducing subgroup achievement gaps.

Summary of English Teacher Professional Development (2024–2025)

During the 2024–2025 school year, English teachers engaged in professional development focused on strengthening instructional practices, increasing student engagement, and improving academic outcomes. Key professional learning included:

Departmental Planning Time

Teachers participated in collaborative planning meetings focused on curriculum alignment, sharing best practices, and co-planning project-based learning and reteach/retake assessments to support student mastery.

Kagan Cooperative Learning Strategies

Teachers received training on Kagan Cooperative Learning structures to increase engagement, collaboration, and accountability, promoting active learning and meaningful peer interaction.

English Learner Support

Professional development included ELLevate strategies to differentiate instruction, promote language acquisition, and implement culturally responsive practices to support English learners.

Instructional Walkthroughs (Internal Focus)

Teachers participated in instructional walkthroughs focused on cooperative learning and English learner strategies to observe peer practice, provide feedback, and reflect on effective instruction.

Special Education Co-Teaching Training

Teachers engaged in professional development with LBUSD special education curriculum leaders, focused on co-teaching models to strengthen collaboration and ensure appropriate accommodations and targeted instruction for students with disabilities.

Looking at Student Work (LASW)

Teachers participated in structured LASW sessions to analyze student writing and assessment evidence, calibrate expectations, and identify instructional adjustments to improve student outcomes.

Restorative Justice Training

All staff engaged in restorative justice professional development to strengthen school culture, build positive student–teacher relationships, and support inclusive practices that benefit all students, including English learners.

Monitoring and Measurement:

Progress toward the ELA goal and sub-goal will be monitored through:

Internal and district instructional walkthroughs

Analysis of ELA A–C pass rate data, disaggregated by subgroup

District assessments, including Edulastic and unit assessments

Comprehensive Needs Assessment: Mathematics

Math Findings

The Math A-C Rate for the 2024-2025 school year was the following:
Math Semester 1 A-C 48%
Math Semester 2 A-C 48%

The Math A-C Rate for the 2023-2024 school year was the following:
Math Semester 1 A-C 60%
Math Semester 2 A-C 53%

The Math A-C Rate for the 2022-2023 school year was the following:
Math Semester 1 A-C 63%
Math Semester 2 A-C 62%

Our SBAC rose to 16.7% in the 24-25 school year from 13% in the 24-25 school year.

The 2023 and 2024 California School Dashboards showed that Mathematics performance at Browning High School is below grade level, with All Students and key subgroups performing in the Red and Orange performance levels; although modest growth was observed in 2024, achievement gaps persisted, indicating a continued need for targeted instruction and intervention, particularly in Algebra I.

Math Goals

Mathematics Goal (2025–2026)

Our Mathematics goal for the 2025–2026 school year is to increase the overall A–C rate by 18%, from 48% to 66%.

Mathematics Sub-Goal

As noted in the 2024 California Department of Education (CDE) Dashboard, African American students (-19.35 DFS), Hispanic students (-18.58 DFS), Socioeconomically Disadvantaged students (-17.31 DFS), and Students with Disabilities (-26.05 DFS) were identified in the Red performance level for Mathematics. By June 2026, the Mathematics A–C rate for each of these student groups will increase by at least 10%, with targeted instructional supports and interventions prioritized in Grade 9 Algebra I courses.

Summary of Math Teachers' Professional Development – 2024–2025

Department Planning Time: Math teachers engaged in structured collaboration sessions to review student achievement data, align curriculum pacing, and design reteach/retake opportunities after unit assessments.

Academic Rigor and SDAIE Strategies: Professional development focused on scaffolding, questioning techniques, and strategies to increase rigor and access for English Learners, Long-Term English Learners, and students of color.

Kagan Cooperative Learning Structures: Teachers were trained in collaborative learning strategies to build engagement, problem-solving skills, and equitable participation in math classrooms.

Looking at Student Work (LASW): Teachers participated in LASW protocols to calibrate expectations, analyze math misconceptions, and identify instructional adjustments to support student mastery.

Restorative Practices: Professional development supported teachers in integrating restorative approaches in the classroom to strengthen relationships, reduce behavior-related disruptions, and increase academic engagement.

District Math Professional Development: Teachers attended district-led sessions focused on aligning math instruction to A–G requirements, integrating data-driven practices, and strengthening Algebra readiness.

Instructional Walkthroughs: Teachers engaged in site-based walkthroughs to observe effective strategies, reflect on implementation, and receive feedback to improve classroom practice.

Monitoring and Measurement:

Progress will be monitored through analysis of Math A–C pass rates, Edulastic and unit assessment data, and Looking at Student Work (LASW) to identify trends and instructional adjustments. Internal and district instructional walkthroughs will be used to monitor implementation of rigor, SDAIE strategies, and cooperative learning, while classroom engagement and behavior data will be reviewed to assess the impact of restorative practices.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Out of 340 students, Browning has 31 EL students, 13 are being monitored, and 73 students have been completely exited.

24-25:
66% ELL Student earned an A-C in their Semester 1 courses
64% ELL students earned an A-C in their Semester 2 courses.

23-24:
79% of ELL students earned an A-C rate in their Semester 1 courses
71% of ELL students earned an A-C rate in their Semester 2 courses.

The 2023 California School Dashboard showed that Browning High School's English Learner Progress Indicator (ELPI) was at the Red performance level, with only 25% of English Learners making progress toward English proficiency, a decline of 18.6 percentage points from the prior year. The 2024 California School Dashboard indicates that the English Learner Progress Indicator (ELPI) for All Students is performing at the Red level. Only 25% of English Learners demonstrated progress toward English proficiency, which reflects a decline of 18.6 percentage points from the prior year. LTELs experienced a 9.8% suspension rate.

English Learner Goals

ELL Goal – 2025–2026 School Year

Browning High School will increase the overall A–C rate for English Language Learner (ELL) students by 10% during the 2025–2026 school year. Additionally, at least 5 out of 31 ELL students will be redesignated.

By June 2026, 75% of English Learner students will meet or exceed their expected annual growth target on the ELPAC, as measured by the ELPI, through intentional English Learner professional development and the implementation of targeted instructional strategies that emphasize academic language development, structured student discourse, and scaffolded supports across all content areas.

Sub Goal:

As noted on the 2024 CDE Dashboard, only 25% of English Learners (? -18.6) and 28.6% of Long-Term English Learners (? -10.1) demonstrated progress, placing them in the red performance level. By June 2026, the percentage of English Learners making progress on the ELPI will increase to 40%, with at least 5 students reclassified.

Summary of ELL Professional Development and Support Initiatives – 2024–2025:

Ellevate ELL District and Site Professional Development:

Teachers engaged in district-wide and site-specific Ellevate training focused on language acquisition, culturally responsive teaching, and differentiation.

Resources were provided in the form of ongoing dashboards and strategies to better support ELL students in all classrooms.

Internal Site Walkthroughs on Instructional Best Practices:

Teachers and the administrative team conducted site walkthroughs to observe, reflect, and share ELL-focused instructional strategies.

These collaborative visits supported growth through peer feedback and professional reflection.

Saturday Tutoring for ELL Students:

Provided targeted support to help students strengthen language skills, complete coursework, and improve academic performance.

Departmental Professional Development on ELL Strategies:

Release time was allocated for teachers to collaborate on ELL strategies within and across departments.

Focus included integrating best practices into content instruction and aligning expectations for ELL achievement.

Schoolwide Kagan Cooperative Learning Training:

All staff participated in PD to enhance engagement and collaboration structures.

These strategies promote active learning and help ELL students build confidence in academic discourse.

Restorative Justice Training:

All staff engaged in restorative justice professional development to build a positive schoolwide culture, strengthen student–teacher relationships, and support inclusive practices that benefit ELL students.

How We Will Measure Progress:

Internal and district instructional walkthroughs

Analysis of ELL student A–C data by semester

ELPAC data (progress toward language proficiency and redesignation)

Tutoring participation data and progress monitoring

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Our attendance rate increased to 90.5% in the 2024-2025 school year from 89.8% in the 2023-2024 school year.

The suspension rate increased to 16.9% in the 2024-2025 school year.

The suspension rate in 2023-2024 was 14%

Browning has decreased the suspension rate from 19.5% (2019) to 3.5% (2020) , 2022 to 8.7%, a decrease of 10.8% percentage points. In the 2022-2023 school year our suspension rate increased to 12.8%. The suspension rate from the 2023-2024 school year was 14%.

Suspension rate history:

2015-16 (N/A) 2016-17 (N/A) 2017-18 (13.9%) 2018-19 (19.8%) 2019-20(4.1%) 2020-2021 (0%) 2022-2023 (12.9%) 2023-2024 (14%) 2024-2025 (16.9)

Targeted Reduction Suspension for Key Student Groups:

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

The 2023 and 2024 California School Dashboards identified school climate concerns related to suspension rates, with Red and Orange performance levels for Socioeconomically Disadvantaged students, African American students, Students with Disabilities, homeless youth, and foster youth, and although attendance increased to 90.5% in 2024–2025 from 89.8% in 2023–2024, suspension data continued to show persistent disparities, indicating the need for targeted restorative supports and interventions. Targeted Reduction Suspension for Key Student Groups: Reduce suspension rates by 6% for students from low SES backgrounds, African American students, students with disabilities, homeless youth, and foster youth through targeted interventions, mentorship programs, and individualized behavior support plans (An indicated target area of red on the California Dashboard). In 2024, Browning High School received a Red performance level for Long-Term English Learners on the English Learner Progress Indicator. Only 28.6% of LTELs made expected progress toward English proficiency, and LTELs experienced a 9.8% suspension rate

Culture/Climate Goals

Browning High School will reduce the overall suspension rate to 11% by June 2026, with a specific focus on English Language Learners (ELL), students of color, homeless youth, students with disabilities, and socioeconomically disadvantaged students. Overall, student self-efficacy and school culture/climate survey results will improve by 3% by June 2026.

Browning will increase our overall Attendance Rate to 95%

Sub Goal:

As noted in the 2024 CDE Dashboard, African American students, Students with Disabilities, and Homeless Youth were identified in the red performance level

for suspensions. By June 2026, Browning will reduce the suspension rate for these subgroups by at least 5%, through expanded mentoring supports (Elevate Your Game, Academy of the Minds), restorative alternatives, and consistent tiered interventions as alternatives to suspension

Browning will be a safe, inviting, engaging, and supportive place for students, parents, and staff.

To achieve this, the school will continue the following:

Summary of Key Implementations to Improve Culture and Climate

Bison Time for Academic Improvement

Quarterly one-hour sessions prior to reporting periods where students and teachers convene in the MPR to provide targeted academic support and strengthen student–teacher relationships.

Quarterly Restorative Justice Circles

Schoolwide restorative circles aligned to student needs and school priorities to build empathy, repair harm, strengthen conflict-resolution skills, and elevate student voice.

Expanded Small School League Athletics & Intramurals

Coed volleyball, basketball, soccer, cheer, and intramural opportunities to increase engagement, teamwork, school pride, and sense of belonging.

Family Engagement and Parent Education

Monthly parent meetings (College Admissions 101, FAFSA support, academic strategies) and Bison Success Parent Nights held twice yearly to strengthen communication and trust between families and staff.

Student Recognition and Schoolwide Expectations

Twice-yearly student awards assemblies and regular schoolwide assemblies focused on expectations, bullying prevention, wellness supports, suicide prevention, and sexual harassment prevention to reinforce a culture of safety and accountability.

Student Leadership and Voice

Principal Advisory Group, ASB, and Pathway Ambassadors provide leadership opportunities, amplify student voice, and promote shared ownership of school culture.

College Field Trips and Work-Based Learning

Ongoing pathway-based college and career experiences that increase motivation, relevance, and future readiness.

Community Partnerships and Mentoring Programs

Expanded partnerships with local colleges, nonprofits, and businesses, including Elevate Your Game and Academy of the Minds, to provide mentoring,

leadership development, resilience-building, and social-emotional support.

Monitoring and Measurement:

Progress will be monitored through:

Suspension and discipline data, disaggregated by subgroup

CORE and Pulse survey data

Student support surveys and interviews

Internal and district instructional walkthroughs

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Our ELA Goal for the 2024-2025 school year is to increase our A-C rate by 5% to an overall A-C rate of (84%) For the 2024-2025 school year, our ELA subgoal is to increase the A-C rate for students from low socioeconomic status (SES) backgrounds and Hispanic students by 6% to ensure equitable growth and move closer to closing the achievement gap. (indicated as target area in red on the California Dashboard).</p>	Goal Partially or Not Met	<p>Our A-C pass rate for the 2024-2025 school year for English was the following: ELA Semester 1 A-C rate 82% ELA Semester 2 A-C rate 82%</p>	<p>Planned Modifications to ELA Programs & Services (2025-2026)</p> <p>Embedded Intervention During Advisory – Use advisory time for targeted ELA support, reteaching, and intervention, with a focus on low SES and Hispanic students identified through grade and assessment data.</p> <p>Strengthening Co-Teaching Practices – Continue professional development on effective co-teaching strategies to support inclusive instruction and ensure students with diverse learning needs receive appropriate scaffolds.</p> <p>Targeted Re-Teach & Retake in Class – Provide</p>

Our ELA Goal for the 2023-2024 school year was to increase our A-C rate by 5% to an overall A-C rate of (80%)
The ELA goal for the 2022-2023 school year was to decrease the D/F rate by 5% based on our A-C pass rate for the end of 2022 school year we increased our A-C pass rate by 4%. (From 71% to 75%)

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

1. **Department Collaboration Pull-Out Time (Twice a Year):** English teachers participated in departmental collaboration sessions held twice a year. These sessions allowed teachers to come together to discuss curriculum, share best practices, and align their teaching approaches. This collaborative time helped foster a sense of community among English teachers and ensured consistency in the curriculum.
2. **Kagan Cooperative Learning**

structured opportunities for students to revise essays and retake assessments during regular class time to increase mastery without requiring after-school attendance.

Integration of Work-Based & Project-Based Learning – Incorporate authentic, real-world writing and reading tasks into ELA courses to increase engagement, relevance, and higher-order thinking aligned to standards.

Strategies:** English teachers received professional development on Kagan Cooperative Learning strategies. These strategies promote active student engagement and foster a collaborative classroom environment. Teachers learned techniques for structuring group work, managing discussions, and enhancing student participation.

3. **English Learner Support:** Professional development included training on effectively supporting English learners in the classroom. This involved ELLvate strategies for differentiation, language acquisition support, and culturally responsive teaching approaches to meet the diverse needs of English learners.

4. **Internal Staff Instructional Walkthroughs on Cooperative Learning and ELL Strategies:** Teachers engaged in instructional walkthroughs where they observed their peers implementing cooperative learning and English learner support strategies. These walkthroughs provided

opportunities for constructive feedback, sharing of successful techniques, and professional growth through observation and reflection.

5. ****Special Education Co-Teaching Professional Development:**** English teachers received training in co-teaching with the LBUSD's special education curriculum leaders. This professional development focused on strategies for effectively collaborating with special education staff to ensure that students with diverse learning needs receive appropriate support and accommodations.

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

To ensure progress toward our 2024-2025 ELA goal and subgoal, we will implement the following progress monitoring methods:
Quarterly Grade Analysis
Regular review of A-C rates for

all students, with disaggregated data for low SES and Hispanic students.
Identification of trends and intervention needs based on grade distribution.
Make adjustments based on this data as needed.
Department Analysis of District Student Assessment Data
ELA department will analyze student performance on formative and summative assessments.
Specific focus on assessments to gauge collaboration and critical thinking in line with ELA standards.
Classroom Observations
The administration and the ELA department will conduct regular internal learning walks to learn instructional best practices from each other.
Co-Teaching Training and Implementation
Teachers will engage in co-teaching professional development to address diverse learning needs better.
Observation of co-taught classes to ensure effective collaboration and inclusive instruction.
These methods will be reviewed quarterly in departments and as a

	site to assess progress and make adjustments to achieve the overall goal and subgroup-specific subgoal.			
Math	<p>1) The math goal for the 2024-2025 school year is to increase the A-C rate by 15% to an overall rate of 68%</p> <p>For the 2024-2025 school year, our subgoal is to increase the A-C rate in math for students from low socioeconomic status (SES) backgrounds and Hispanic students by 18%, raising their overall A-C rate to 65%. (An indicated target area in red on the California Dashboard)</p> <p>Our math goal for the 2023-2024 school year is to increase our A-C rate by 10% to an overall level of 72% A-C rate</p> <p>The math goal for the 2022-2023 school year was to decrease the D/F rate by 15% from the prior year. Our end-of-year data shows our A-C rate at 62% there was an increase in 2% in our A-C rate from the previous year.</p>	Goal Partially or Not Met	The Math A-C Rate for the 2024-2025 school year was the following: Math Semester 1 A-C 48% Math Semester 2 A-C 48%	<p>Math – Planned Modifications for 2025–2026</p> <ol style="list-style-type: none"> 1. Increase Progress Monitoring & Data Cycles Move from semester-level analysis to quarterly A–C data reviews with subgroup disaggregation. 2. Use grade distribution reports and common assessment results to identify students “on the bubble” of D/F and intervene earlier. 3. Advisory-Based Math Intervention Embed math-specific intervention blocks during Advisory for Algebra I and Geometry students, prioritizing African American, Hispanic, low-SES, and SWD. 4. Work-Based & Project-Based Math Applications Incorporate project-based learning (PBL) tied to real-world contexts (e.g., budgeting, sports stats, construction, coding).

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

1. ****Kagan Cooperative Learning Strategies:**** Math department staff participated in professional development on Kagan Cooperative Learning strategies. These strategies promote active student engagement and collaborative learning within the math classroom. Teachers learned how to structure group activities, manage discussions, and enhance student participation in math lessons.

2. ****Internal Staff Walkthroughs on ELL Strategies and Cooperative Learning:**** Teachers engaged in instructional walkthroughs where they observed their colleagues implementing both English Language Learner (ELL) strategies and cooperative learning techniques. This peer observation and feedback process aimed to improve the implementation of these strategies within the math

department.

3. **Department Release Time (Three Times Last Year):** The department was allocated dedicated release time for teachers to collaborate, plan, and engage in professional development activities. This release time allowed math educators to collaborate on curriculum development, assessment design, and instructional strategies and best practices..

4. **Building Thinking Classrooms Professional Development:** Math teachers received training in Building Thinking Classrooms, which is an instructional approach focused on fostering deep mathematical thinking and problem-solving skills. This professional development involved creating an environment that encourages mathematical discourse and critical thinking.

5. **Walkthrough at a Partnering Long Beach School on Cooperative Learning Structures:** Teachers visited a

partnering Long Beach school to observe and learn from cooperative learning structures and practices. This external visit provided fresh insights and inspiration for enhancing cooperative learning techniques within the math department and the implementation of Building Thinking classrooms.

6. ****Department Release Time for Special Education Co-Teaching Training:**** The department allocated release time specifically for special education co-teaching training. This training aimed to equip math teachers with the skills and strategies necessary for effective collaboration with special education staff, ensuring that students with diverse learning needs receive appropriate support and accommodations in math classes.

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

To ensure progress toward our

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

Quarterly Grade Analysis

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

Identification of trends and intervention needs based on grade distribution.

Make adjustments based on this data as needed.

Department Analysis of District Student Assessment Data

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

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

Classroom Observations

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

Co-Teaching Training and Implementation

Teachers will engage in co-teaching professional development to address diverse

	<p>learning needs better. Observation of co-taught classes to ensure effective collaboration and inclusive instruction. These methods will be reviewed quarterly in departments and as a site to assess progress and make adjustments to achieve the overall goal and subgroup-specific subgoal.</p>			
English Learner	<p>1) **At least 4 out of 42 ELL students will be redesignated in the 24-25 school year. By providing targeted professional development, creating opportunities for collaboration, offering additional tutoring support, and implementing schoolwide strategies like Kagan Cooperative Learning.</p> <p>Increase the A-C rate in ELL students by 5% our A-C rate last year for ELL students in Semester 1 79% and semester 2 was 71% in the 24-25 school year.</p> <p>1) All departments will support literacy development strategic</p>	Goal Partially or Not Met	<p>Out of 340 students, Browning has 31 EL students, 13 are being monitored, and 73 students have been completely exited.</p> <p>24-25: 66% ELL Student earned an A-C in their Semester 1 courses 64% ELL students earned an A-C in their Semester 2 courses.</p>	<p>Planned ModificationsL English Learners (2025-2026)</p> <p>1. Strengthen ELL-Focused Professional Development</p> <p>Conduct at least four staff professional development sessions focused specifically on EL instructional strategies.</p> <p>Include model classrooms or peer observations where teachers can see ELL supports in action.</p> <p>Build PD reflection into ILT and department meetings to ensure consistent follow-through.</p> <p>2. Implement -ELL Instructional Walkthroughs Best Practices</p> <p>.</p> <p>3. Increase Collaboration and Data Conversations</p>

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

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

1. ****Ellevate ELL District and Site Professional Development:**** The district implemented the "Ellevate ELL" resources dashboards, which provided targeted professional development for educators working with English Language Learners (ELLs). This program included district-wide and site-specific training sessions to enhance teachers' skills in effectively instructing and supporting ELL students. Ellevate training covered language acquisition, culturally responsive teaching, and differentiated instruction to meet the unique needs of ELLs.

2. ****Internal Site Walk-Throughs on Instructional Best Practices**

Dedicate department release time each semester to analyze ELPAC, A–C, and reclassification data, focusing on identifying trends and adjusting supports.

Encourage cross-department sharing of strategies that successfully supported multilingual learners in literacy and engagement.

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

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

4. **Department Release Time Across Departments to Discuss ELL Strategies and Best Practices:** The teachers were allocated release within their departments to come together and discuss ELL best practices and strategies. This interdisciplinary collaboration

	<p>allowed for the sharing of effective teaching methods and the alignment of instruction to support ELLs across various subject areas.</p> <p>5. **Kagan Collaborative Learning Schoolwide Professional Development:** Last spring, all staff participated in schoolwide professional development focused on Kagan Cooperative Learning strategies. This training provided strategies to promote active student engagement and collaborative learning practices with all students. Teachers learned how to structure group activities, manage discussions, and enhance student participation, which can benefit all students, including ELL students.</p> <p>We will measure our goals by internal and district walkthroughs, analyzing A-C data, and ELPAC data.</p>			
Culture/Climate	1) Decrease the Overall Suspension Rate: Reduce the overall suspension rate by 5% by implementing	Goal Partially or Not Met	Our attendance rate increased to 90.5% in the 2024-2025 school year from 89.8% in the 2023-2024 school year.	Planned Modifications 2025–26: Culture & Climate Reduce suspensions by 5% and increase

restorative practices, proactive behavior interventions, and teacher training in culturally responsive classroom management.

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

Improve Students' Sense of Belonging and Self-Efficacy:
Increase students' self-efficacy and sense of belonging by 3% by June 2025, as measured by CORE and Pulse Survey results.

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

1. ****Bison Time for Academic Improvement:**** Browning High

The suspension rate increased to 16.9% in the 2024-2025 school year.

attendance and belonging by 5% through restorative alternatives, positive incentives, and recognition programs.

Key Actions:

Use restorative circles, reflection time, and counseling as alternatives to suspension. Create an Attendance Challenge with quarterly awards and shout-outs.

Recognize students for academic growth, effort, and positive behavior through quarterly awards and Bison Bucks.

Monitor suspension, attendance, and survey data monthly to adjust supports.

School introduced Bison Time. During this quarterly one-hour session, all students and teachers convene in the Multipurpose Room (MPR) to focus on improving academic performance before each reporting period. This initiative emphasizes the school's dedication to supporting students in their academic growth and helps to improve student-teacher relationships.

2. **Monthly Restorative Circles:** Browning has established a practice of monthly restorative circles involving all students, each centered around a specific monthly theme. These circles promote positive communication, conflict resolution, and building a cohesive school community.

3. **Expansion of Small School League Sports:** Browning High School expanded its extracurricular offerings by introducing coed Volleyball, Basketball, Soccer, and Cheer teams through small school league. These sports programs provide opportunities for students

to engage in physical activity, teamwork, and school spirit, enhancing the overall school experience.

4. **Monthly Parent Meetings:** The school organized monthly parent meetings to support, empower, and educate parents. These meetings covered various topics such as academic support, College Admission 101, FASFA workshops, and ways for parents to become more involved in their children's education.

5. **Bison Success Parent Nights:** Browning High School held two Bison Success Parent Nights, where parents had the opportunity to meet with all of their child's teachers in one night. The streamlined communication between teachers and parents helps to improve our relationship with the community and helps to ensure parents have a comprehensive understanding of students' progress and academic needs.

6. **Student Awards Assemblies:** The school hosted student awards assemblies twice

yearly to acknowledge and celebrate student accomplishments. These assemblies serve as a motivational tool and foster a sense of achievement and pride among students.

7. ****School-wide Expectations Review:**** Browning High School conducted regular schoolwide assemblies to review expectations with students, addressing bullying prevention, school rules, available support systems, and suicide prevention and sexual harassment prevention. This proactive approach ensures that students are aware of their rights and responsibilities.

8. ****Principal Advisory Group and Pathway Ambassadors Class:**** The school created a Principal Advisory group and a Pathway Ambassadors class to amplify student voices and provide additional leadership opportunities. These initiatives empower students to positively shape the school's culture and increase student agency.

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

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

Progress Monitoring Plan:

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

Identify trends and patterns to adjust interventions proactively.

Behavioral Referrals and Intervention Tracking:

Monitor the number and types of behavior referrals monthly.

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

Staff Collaboration:

<p>Hold monthly meetings with behavior support teams, counselors, and administrators to discuss progress and refine practices.</p> <p>Incorporate feedback from staff on the effectiveness of training and restorative practices.</p> <p>Focus Groups and Interviews: Conduct quarterly student focus groups to gain deeper insights into their experiences and identify areas for improvement.</p> <p>Attendance and Engagement Metrics: Monitor attendance, participation in school activities, and engagement in leadership opportunities as indirect measures of sense of belonging.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Browning High School has expanded its afterschool activities and sporting events to promote student engagement, school spirit, and a positive school culture. Currently, we offer three afterschool sports programs and host key student events, including a Winter Formal and Prom. To ensure the safety and success of these events, we require security personnel and administrative liaisons to provide supervision and support. This additional oversight will help maintain a safe, organized environment while fostering a sense of community and belonging among students. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Members from Browning's leadership team will engage in site learning walks in order to improve our pedagogy and teacher professional development around equitable instructional practices. In order to increase support for all students, including at promise sub groups centered on our site's equity focus question for the year. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Staff will conduct outreach to Browning families, to provide support on our Pathway and Early college program and inform parents on all of the interventions that are available to their students. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
We will hold eight three-hour Saturday enrichment sessions focused on English Language Arts (ELA), math, and multilingual support to support our students' growth in essential academic areas. These sessions aim to provide targeted assistance for students needing extra support. We need at least one Teacher (3 hours). There also needs to be a School Administrator (4 hours) present when students are on campus and a Custodian (3 hours) to help clean the campus after students have been there. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>In the 2025-2026 school year, we anticipate having at least 45 students on track to earn their Associate Degree for Transfer (ADT) in Hospitality. To stay on this path, students will need to take one or two LBCC college courses during the summer before their senior year, offered over a five-week period. These courses serve as academic enrichment opportunities. However, past data indicates that when students were required to attend classes at the LBCC campus, attendance and pass rates were low. To improve participation and provide additional support, LBCC will offer these courses on-site at Browning High School during the summer session. Additionally, two Browning teachers will be present to support students with their dual enrollment coursework. To further enhance student engagement, attendance, safety, and communication, we require bilingual office support during the summer program. The bilingual office staff will be responsible for contacting families when students are absent, answering parent inquiries, and facilitating communication during conferences or emergencies. This comprehensive support system aims to increase student success and ensure a smooth pathway toward earning their ADT. The course will run from June 15-June 30 (IN 6)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
<p>We need to set aside funds to pay for graduation fees, medals and the senior awards banquet and campus beautification. (SM 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>We need a recreation aide to support the safety, supervision climate and culture for college and career readiness and to establish positive relationships with students for college and career readiness. Mr. Vega is on Paternity leave and his hours have been adjusted to reflect this change from a reduction of 400 hours to 360 hours total. (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Apply the funds to buy materials for parents for monthly parent workshops and to pay for presenters if needed and translators in order to increase parent and school communication and increase Culture and Climate and sense of belonging amongst our parents. (PI 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive 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) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of 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</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 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>

for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes
 These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:
 Brief quizzes and general comprehension checks
 Thinking Maps
 Selection Tests

Homework
 This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and</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</p>	<p>My Perspectives, 2017, Pearson</p>

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.

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 from a variety of sources. Some examples include

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

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>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</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>

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

access to upper level math classes, some schools offer additional math electives, which may include:
 Introduction to Applied Math (not A-G)
 Intro to Data Science (IDS)
 Functions, Statistics & Trigonometry (FST)
 Finite Math
 AP Statistics
 AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:
<https://resources.finalseite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
9th Grade Students A-G Rate 30, Algebra Participation/Pass 40, Attendance/Chronic Absenteeism Rate 30	Browning High School is in its seventh year of implementing the Breakthrough Success Community (BTSC), an intervention program developed in partnership with CORE to support 9th-	Other Targeted Students	Title 1 \$3,764 Teacher Hourly P Schedule (2) for 17 hours annually - Title 1 100% Teacher Hourly P Schedule (1) for 8.5 hours annually - Title 1 100%	08/30/2025 - 06/11/2026 Semester	Sierra Patheal Melinda Rappe	9th grade BTSC survey, 9th grade sense of belonging, A-C rate A-G Rate 30, Algebra Participation/Pass 40, Attendance/Chronic Absenteeism Rate 30

grade students in their transition to high school. BTSC focuses on targeted interventions, strengthening teacher-student relationships, and utilizing PDSA (Plan-Do-Study-Act) cycles to enhance student success. To ensure the effective implementation of BTSC strategies, teachers require dedicated time to participate in district cohort meetings, fostering collaboration and continuous improvement in supporting 9th-grade student outcomes. BTSC team members meet on average around 40 hours a school year outside of school hours. Three team members will no longer be getting stipends, and we would like to sustain

	the work that has been implemented with BTSC over the last seven years to support our 9th-grade students. This intervention support will provide compensation for two teachers at 17 hours each for the year and one teacher for 8.5 hours for one semester, paid at the Teacher Hourly P Schedule rate through Title I funds.					
Student support services Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	We need a recreation aide to support the safety, supervision climate and culture for college and career readiness and to establish positive relationships with students for college and career readiness.	All Students	LCFF \$11,921 Hourly - Recreation Aide (1) for 400 hours annually - LCFF 100% Hourly - Recreation Aide (1) for 181.25 hours annually - LCFF 100%	08/29/2025 - 06/15/2026 Weekly	Tomika Romant DeAndre Richardson	Student will complete CORE Survey Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

Sense of Belonging Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	We will hold 12 three-hour Saturday enrichment sessions focused on English Language Arts (ELA), math, and multilingual support to support our students' growth in essential academic areas. These sessions aim to provide targeted assistance for students needing extra support. We need an Administrative Designee and a custodian to open and clean the campus for three hours on each of the 12 sessions.	All Students	LCFF \$8,177 OT - Custodian (1) for 36 hours annually - LCFF 100% Manager Additional Assignment (1) for 48 hours annually - LCFF 100%	08/30/2025 - 06/15/2026 Monthly	Tomika Romant	Monthly Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
LBCC student student supports D/F Rate 60, A-G Rate 40	The role of the Dual Enrollment Specialist is critical in ensuring that students successfully navigate the complexities of dual enrollment opportunities, particularly in partnership with LBCC and other	All Students	Title 1 \$1,166 Teacher Hourly Extra Comp (1) for 12 hours annually - Title 1 100%	08/01/2025 - 09/02/2025 Annually	Tomika Romant	Monthly D/F Rate 60, A-G Rate 40

pathway engagement specialists. To maximize student success, the specialist requires dedicated time to plan and coordinate efforts with key stakeholders. Allocating 12 hours for planning allows for structured collaboration with LBCC faculty, counselors, and support staff to align course offerings, address student needs, and troubleshoot enrollment or academic challenges. Additionally, this time is essential for engaging with pathway engagement specialists to develop targeted support strategies, monitor student progress, and create intervention plans for those facing academic or logistical barriers. Without

	dedicated planning hours, the ability to provide proactive guidance, address systemic challenges, and enhance dual enrollment access for all students would be significantly hindered. Investing in this planning time ensures a seamless, well-supported dual enrollment experience that fosters student achievement and long-term academic success.					
Students academic success in ELA and Math D/F Rate 50, Algebra Participation/Pass 30, Core Curriculum 20	To support equitable access to grade-level content and improve academic outcomes, Browning High School will implement dedicated planning time for the ELA and Math departments to meet three times per year to support equitable access to grade-level content and improve academic outcomes,	Targeted Staff, All Students	Title 1 \$2,745 Substitute teacher half day (9) for 2 days - Title 1 100%	09/01/2025 - 06/12/2026 Quarterly	Tomika Romant ELA and Math Department	Quarterly D/F Rate 50, Algebra Participation/Pass 30, Core Curriculum 20

Browning High School will implement dedicated planning time for the ELA, Math, SPED departments to meet three times per year, half day. One of the three sessions will be embedded in our existing meeting structure. This time will be used to review student performance data, identify learning gaps, and align reteach and retake opportunities across each department. These sessions are designed to strengthen our commitment to mastery-based learning by allowing teachers to collaboratively analyze assessment data, plan targeted interventions, and ensure consistent grading and retake practices that support student growth. By

	<p>intentionally focusing on reteach and retake alignment, departments will be better equipped to provide timely and effective academic support. The planning sessions will occur in the fall, winter, and spring, and department leads will be responsible for submitting a summary of key discussion points, identified strategies, and next steps to administration. These summaries will help monitor progress and ensure alignment with our broader instructional goals, which will also be reviewed through ILT and CIE structures.</p>					
<p>Support for students who are at promise D/F Rate 60, Culture-Climate Survey (Student-Staff) 40</p>	<p>Based on feedback gathered from student and staff listening sessions, as well as findings from formal district walkthroughs,</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$305 Substitute teacher half day (1) for 2 days - Title 1 100%</p>	<p>08/01/2025 - 09/15/2025 Semester</p>	<p>Tomika Romant</p>	<p>A-C rate D/F Rate 60, Culture-Climate Survey (Student-Staff) 40</p>

Browning High School will implement a peer tutoring and mentorship program to support student academic success and overall well-being. This initiative directly responds to a demonstrated need for additional student-centered support, particularly for those transitioning into high school and navigating the rigor of dual enrollment courses at LBCC. A certificated staff member will provide a training for selected peer tutors, they will need two release half days to equip students with the skills and strategies needed to effectively mentor their peers. Peer tutors will support academic learning, offer guidance on managing LBCC coursework, and help foster a welcoming

	and inclusive school environment.					
Student intervention planning A-G Rate 100	To support targeted academic interventions and ensure all students have access to timely and effective support, Browning High School will allocate 10 hours of planning time annually for the teacher responsible for designing our weekly tutorial period schedule. This teacher plays a critical role in coordinating interventions across departments, using assessment data and teacher input to place students in appropriate tutorial sessions that address their specific learning needs. The planning time allows for thoughtful alignment of instructional support, effective collaboration with staff, and the ongoing	All Students	Title 1 \$1,166 Teacher Hourly Extra Comp (1) for 12 hours annually - Title 1 100%	08/15/2025 - 06/15/2026 Monthly	Tomika Romant	Monthly A-G Rate 100

	refinement of the tutorial structure to maximize its impact. By providing dedicated time for this work, we are ensuring that the tutorial period remains a responsive, data-driven system that helps close learning gaps and accelerates student progress.					
Reduce suspensions and increase sense of belonging, and self advocacy, particularly among at-promise students and students of color. D/F Rate 30, Algebra Participation/Pass 30, Culture-Climate Survey (Student-Staff) 40	The Academy of Ideas Mentorship Program is a two- to eight-week initiative designed to support at-promise students through targeted mentorship, self-esteem development, financial literacy, and drug prevention education. Each student is paired with a dedicated mentor who helps them build confidence, set personal goals, and make positive choices that promote success both in and out of	Other Targeted Students	Title 1 \$12,000 Services - Title 1 100%	10/31/2025 - 06/13/2026 Other	Tomika Romant	Two 8 week sessions twice a week D/F Rate 30, Algebra Participation/Pass 30, Culture-Climate Survey (Student-Staff) 40

<p>school. The program emphasizes real-world skills, meaningful relationships, and personal growth while fostering a sense of belonging and self-advocacy. By partnering with the Academy of Ideas, our goal is to reduce suspensions and increase sense of belonging, and self advocacy, particularly among at-risk students and students of color.</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
Based on student needs for college and career readiness, competition opportunities, post-secondary schools scholarship, and industry professional recommendations. D/F Rate 40, High School Readiness 30, Culture-Climate Survey (Student-Staff) 30	C-CAP Career Readiness aims to enhance culinary arts programs in public schools, providing underserved students with valuable preparation for college and career opportunities in the restaurant and hospitality industry. This program offers students hands-on experience, industry connections, and professional development, equipping them with the skills needed to succeed in a competitive field. The annual participation fee is approximately \$6,000.	Targeted Staff	Title 1 \$6,000 Services - Title 1 100%	09/15/2025 - 06/30/2026 Semester	Tomika Romant CTE Department Head CTE Teachers	CTE teachers will review and assess student engagement and readiness for industry sector competencies. D/F Rate 40, High School Readiness 30, Culture-Climate Survey (Student-Staff) 30

Graduation, Culture and Climate Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	We need to set aside funds to pay for graduation fees, medals and the senior awards banquet and campus beautification.	All Staff, All Students	LCFF \$8,600 Services - LCFF 100%	08/30/2025 - 06/30/2026 Annually	Tomika Romant	Anually Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Dual Enrollment and A-G A-G Rate 60, Other College Readiness Measures 40	In the 2025-2026 school year, we anticipate having at least 45 students on track to earn their Associate Degree for Transfer (ADT) in Hospitality. To stay on this path, students will need to take one or two LBCC college courses during the summer before their senior year, offered over a five-week period. These courses serve as academic enrichment opportunities. However, past data indicates that when students were required to attend classes at the LBCC campus, attendance and pass rates were low. To improve	Other Targeted Students	Title 1 \$9,070 Teacher Hourly P Schedule (2) for 26 hours annually - Title 1 100% Manager Additional Assignment (1) for 33 hours annually - Title 1 100%	06/15/2026 - 06/30/2026 Monthly	Tomika Romant, Daniel Miyake	Monthly A-G Rate 60, Other College Readiness Measures 40

	<p>participation and provide additional support, LBCC will offer these courses on-site at Browning High School during the summer session. Additionally, two Browning teachers will be present to support students with their dual enrollment coursework.. This comprehensive support system aims to increase student success and ensure a smooth pathway toward earning their ADT. The course will run from June 15, 2026- June 31, 2026</p>					
Students need to be exposed o Other 100	As part of Popr 28, students will receive VAPA lessons during the week.	All Students	Prop 28 \$59,647 Teacher - Secondary .34 FTE - Prop 28 100%	08/15/2025 - 06/16/2026 Daily	VAPA Teacher	Students Other 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Student Support in Math, ELA and multilingual support A-G Rate 40, Algebra Participation/Pass 20, Culture-Climate Survey (Student-Staff) 40	We will hold 12 three-hour Saturday enrichment sessions focused on English Language Arts (ELA), math, and multilingual support to support our students' growth in essential academic areas. These sessions aim to provide targeted assistance for students needing extra support. We need at least one Teacher (3 hours).	All Students	Title 1 \$3,188 Teacher Hourly P Schedule (1) for 36 hours annually - Title 1 100%	09/01/2025 - 06/30/2026 Monthly	Tomika Romant	A-C rate A-G Rate 40, Algebra Participation/Pass 20, Culture-Climate Survey (Student-Staff) 40

<p>School Safety and Supervision Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>	<p>Browning High School has expanded its afterschool activities and sporting events to promote student engagement, school spirit, and a positive school culture. Currently, we offer three afterschool sports programs and host key student events, including a Winter Formal and Prom. To ensure the safety and success of these events, we require security personnel and administrative liaisons to provide supervision and support. This additional oversight will help maintain a safe, organized environment while fostering a sense of community and belonging among students.</p>	<p>All Parents, All Students, All Staff</p>	<p>LCFF \$3,336 Teacher Hourly P Schedule (1) for 25 hours annually - LCFF 100% Hourly - Campus Staff Assistant (1) for 25 hours annually - LCFF 100%</p>	<p>08/30/2025 - 06/15/2026 Biweekly</p>	<p>Tomika Romant</p>	<p>Weekly Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50</p>
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Culture and Climate and academic support. High School Readiness 20, Culture-Climate Survey (Parent) 80	Staff will conduct outreach to Browning families, to provide support on our Pathway and Early college program and inform parents on all of the interventions that are available to their students.	All Parents, English Learners, All Students	Title 1 \$1,417 Teacher Hourly P Schedule (4) for 4 hours annually - Title 1 100%	10/01/2025 - 11/20/2025 Annually	Tomika Romant	Culture and Climate and enrollment numbers High School Readiness 20, Culture-Climate Survey (Parent) 80
Sense of Belonging, A-G, High School readiness A-G Rate 40, Culture-Climate Survey (Student-Staff) 60	We would like to implement a comprehensive 9th grade orientation program designed to foster positive relationships among incoming students and staff while easing the transition to high school. Through this orientation, students will engage in activities that promote relationship-building, teamwork, and a sense of community. Additionally, they will develop essential skills such as organization and effective study strategies, which are critical for academic	Identified At-Risk Students, Hispanic, Low SES, Other Targeted Students	Title 1 \$3,454 Teacher Hourly P Schedule (3) for 13 hours annually - Title 1 100%	07/15/2025 - 08/29/2025 Annually	Tomika Romant	Pulse and Core Survey A-G Rate 40, Culture-Climate Survey (Student-Staff) 60

	<p>success. The program will also provide valuable information on high school graduation requirements and offer guidance on succeeding in dual enrollment courses at LBCC. By equipping students with these tools, we aim to set them on a path toward a successful high school and college experience.</p>					
<p>LBCC Enrichment Dual Enrollment Summer School Support A-G Rate 50, Other College Readiness Measures 50</p>	<p>In the 2025-2026 school year, we anticipate having at least 45 students on track to earn their Associate Degree for Transfer (ADT) in Hospitality. To stay on this path, students will need to take one or two LBCC college courses during the summer before their senior year, offered over a five-week period. These courses serve as academic enrichment</p>	<p>Other Targeted Students</p>	<p>Title 1 \$22,701 Teacher Hourly P Schedule (2) for 64 hours annually - Title 1 100% Manager Additional Assignment (1) for 84 hours annually - Title 1 100%</p>	<p>07/01/2025 - 07/31/2025 Weekly</p>	<p>Tomika Romant, Daniel Miyake</p>	<p>Pass rates A-G Rate 50, Other College Readiness Measures 50</p>

opportunities. However, past data indicates that when students were required to attend classes at the LBCC campus, attendance and pass rates were low. To improve participation and provide additional support, LBCC will offer these courses on-site at Browning High School during the summer session. Additionally, two Browning teachers will be present to support students with their dual enrollment coursework. To further enhance student engagement, attendance, safety, and communication, we require bilingual office support during the summer program. The bilingual office staff will be responsible for contacting families when students are

	absent, answering parent inquiries, and facilitating communication during conferences or emergencies. This comprehensive support system aims to increase student success and ensure a smooth pathway toward earning their ADT. The course will run from July 1-July 31 2025					
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Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		<p>At Browning High School, a comprehensive system of transition supports is in place to ensure incoming students are successful as they move from 8th to 9th grade. The school hosts the annual School of Choice Site Night to introduce prospective students and families to Browning's academic program, graduation and college requirements, and its partnership with Long Beach City College (LBCC). Incoming 9th-grade students also participate in a structured 9th Grade Orientation designed to familiarize them with high school expectations, campus resources, and available academic and student support programs.</p>

Browning offers targeted student support programs such as the Breakthrough Success Community (BTSC), which provides foundational academic and social-emotional support specifically for 9th-grade students during their first year of high school. BTSC is designed to ease the transition into high school by supporting skill development, monitoring student progress, and offering events and experiences that help freshmen build connections with peers, staff, and the broader Browning school community. Additional academic support is provided through Study Lab courses, which focus on strengthening study skills and supporting course success.

Browning provides structured academic guidance through one-on-one counseling meetings with students led by the Dual Enrollment Counselor and Head Counselor to ensure students understand graduation requirements, course sequencing, and available academic pathways. Family engagement is an essential component of Browning's transition plan. The school hosts monthly parent meetings and family workshops focused on helping families support their students with coursework, study skills, and academic planning. In partnership with LBCC, students are introduced early to college expectations, pathways, and support services, reinforcing college readiness beginning in 9th grade. Together, these intentional transition supports are designed to increase

	engagement, improve academic outcomes, and establish a strong foundation for long-term student success at Browning High School.
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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.					

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Increase the number of students on track to meet A-G D/F Rate 30, A-G Rate 40, Culture-Climate Survey (Student-Staff) 30	Members of Browning’s leadership team will participate in site learning walks to enhance instructional practices and guide teacher professional development with a focus on equity. These learning walks aim to strengthen pedagogy by identifying and promoting equitable instructional strategies that support the diverse needs of all students, particularly at-promise subgroups. This initiative is centered on our site’s equity focus question for the year and is designed to foster a more inclusive and supportive learning environment for every student.	Title 1 \$1,830 Substitute teacher half day (6) for 2 days - Title 1 100%	09/15/2025 - 06/15/2026 Quarterly	Tomika Romant and Department Heads	A-C rate

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
A-G rate D/F Rate 40, A-G Rate 40, Core Curriculum 20	As a Linked Learning school and Early College High School, it is essential for departments to have dedicated time for collaboration to design integrated, cross-disciplinary projects that span grade levels. This collaborative effort will enhance academic achievement, increase instructional rigor, promote vertical alignment, and strengthen the sense of belonging among both students and staff.	Title 1 \$3,887 Teacher Hourly Extra Comp (10) for 4 hours annually - Title 1 100%	07/01/2025 - 06/30/2026 Semester	Tomika Romant	A-C rate, Unit Assessment results.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent communication on how to support their student academically and awareness around college admission and high school graduation requirements Culture-Climate Survey (Parent) 100	Browning High School holds monthly parent meetings to enhance parent engagement and strengthen outreach efforts. To support these meetings, we will allocate funds to purchase necessary materials and provide translation services as needed. These workshops are designed to deepen the partnership between parents and the school, improve communication, and cultivate a positive school culture and climate. By fostering a greater sense of belonging and encouraging active parent involvement, we aim to create a more inclusive and supportive environment.	Par Inv \$2,742 OT - Intermediate Office Assistant (1) for 30 hours annually - Par Inv 100% Teacher Hourly P Schedule (1) for 15 hours annually - Par Inv 100%	08/15/2025 - 06/15/2026 Monthly	Principal Head Counselor	Parent meeting attendance and CORE Survey results

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	84336
Title I Parent and Family Involvement (3008)	2535

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	37520

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Tomika Romant	12-31-1969
Staff	Classroom Teacher	German Bravo	06-13-2026
Staff	Classroom Teacher	Sierra Patheal	06-13-2026
Staff	Classroom Teacher	Analilian Flores Montano	06-11-2027
Staff	Classroom Teacher	Rogelio Martinez	06-13-2026
Staff	Other School Personnel	Miriam Mejia	06-11-2027
Community	Parent/Community Member	█ James	06-11-2026
Community	Parent/Community Member	█ Gold	06-11-2027
Community	Parent/Community Member	█ Thomas	06-11-2027
Community	Student	B █	06-13-2026
Community	Student	J █	06-13-2026
Community	Student	N █	06-13-2026

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)	██████ Arbaiza
DELAC Representative	Parent of EL Student (required)	██████ Amaya
Principal or Designee	Staff Member (required)	Tomika Romant
Secretary	Staff Member (required)	Miriam Mejia

Name	Representing
Elizabeth Frayre	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/08/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Saturday Enrichment Programs: Continue Saturday enrichment sessions to support all students. These sessions could focus on academic skills, tutoring, and assistance with missing or late work. Encourage students to attend Saturday enrichment by posting flyers around the school to increase attendance.</p> <p>Continue the ELL College Aide Support: Continue with the ELL aide supporting ELL students to assist during school hours. This aide could work closely with ELL students to provide in-class support, tutoring, and one-on-one assistance to ELL students.</p> <p>Professional Development for Staff: Prioritize four professional development sessions this year to equip teachers and staff with strategies to effectively support ELL students. Training can focus on differentiated instruction, culturally responsive teaching, and incorporating language development strategies across the curriculum. There will be four professional developments this year.</p> <p>Study Lab: Three Study lab classes were added this year to</p>

Question	Answer
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 Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/05/2025
6. What was SSC's response to ELAC recommendations?	The School Site Council agreed with the ELAC committee's recommendations. SSC also asked if there was an investment in software to support our multilingual learners with translations. Remind staff on campus who speak Spanish or the students' language. We also need to review with staff the process for requesting contact and a meeting with parents. They agreed with the planned professional development and Saturday enrichment to support students.

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/05/2025
2. SSC approved the **Home-School Compact** on 05/21/2025
3. SSC approved the **Parent Involvement Guidelines** on 05/21/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/23/2025, 09/30/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/05/2025
6. The SPSA was approved at its meeting on 11/05/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

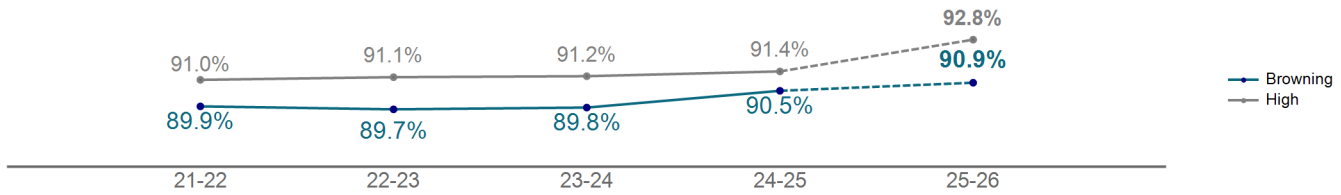
Printed Name: _____ Date: _____

ELAC Chair: _____

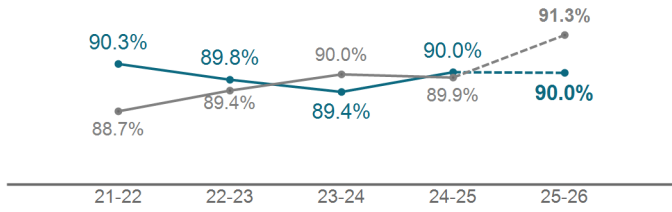
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Attendance Rate

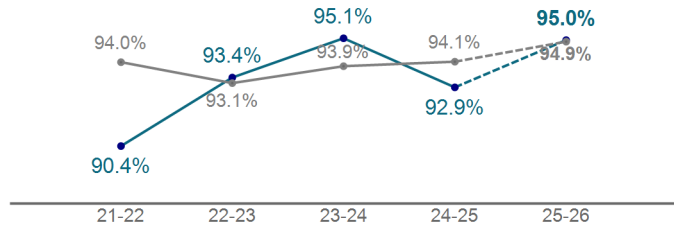
Browning
All Students
N = 346



African American
N = 78



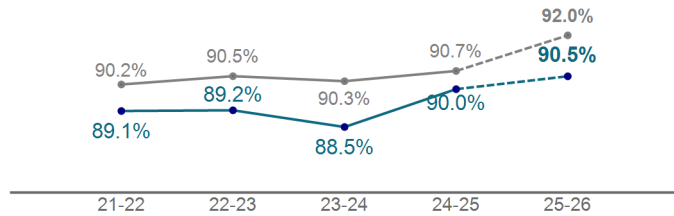
Asian
N = 22



Filipino

Subgroup with fewer than 20 students.

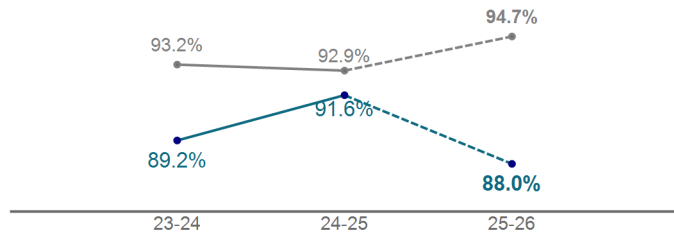
Hispanic
N = 198



Pacific Islander

Subgroup with fewer than 20 students.

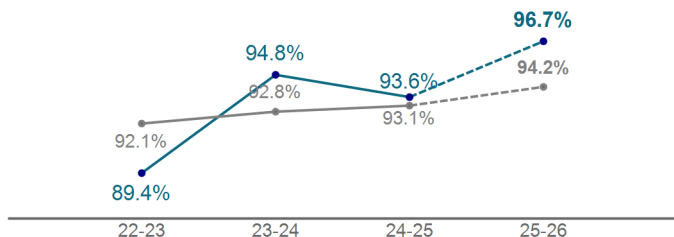
White
N = 20



Native American

Subgroup with fewer than 20 students.

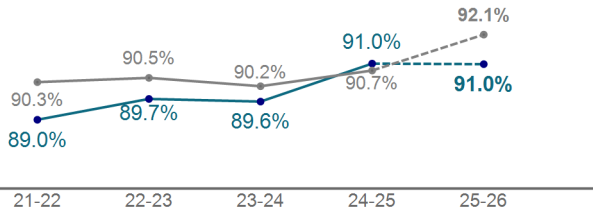
Other
N = 23



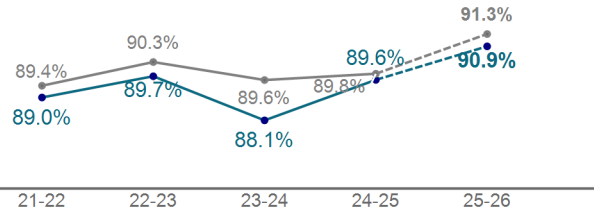
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

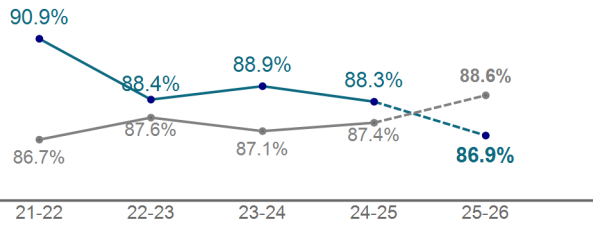
EL + RFEP
N = 121



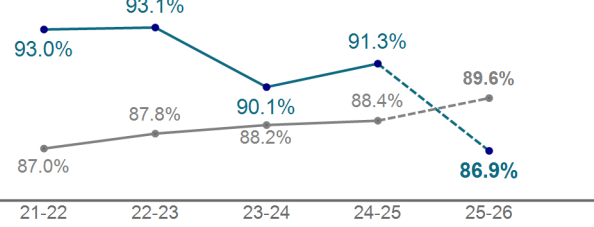
Low SES
N = 262



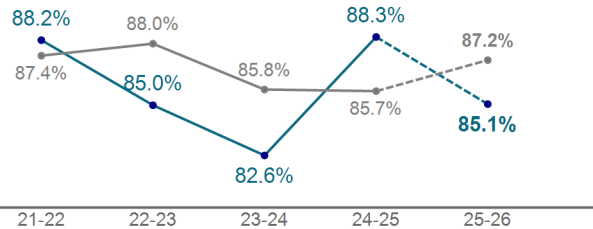
English Learner
N = 33



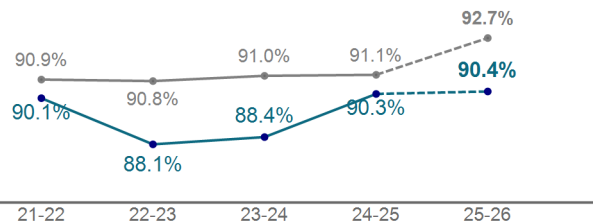
Special Education
N = 70



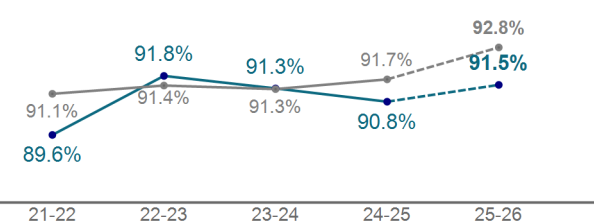
Homeless or Foster Youth
N = 20



Female
N = 182



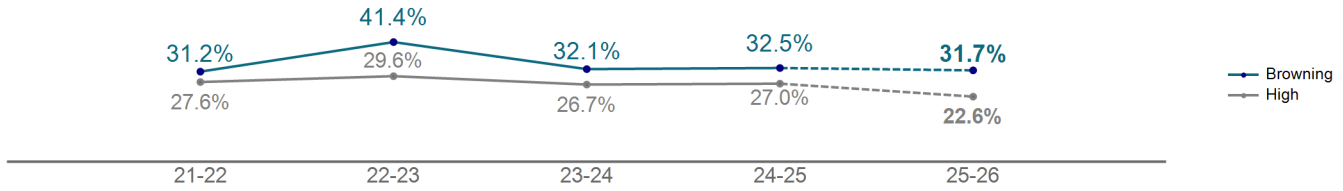
Male
N = 164



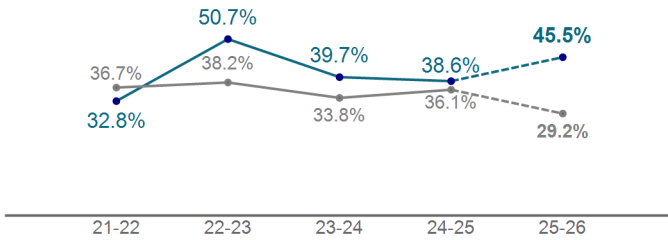
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

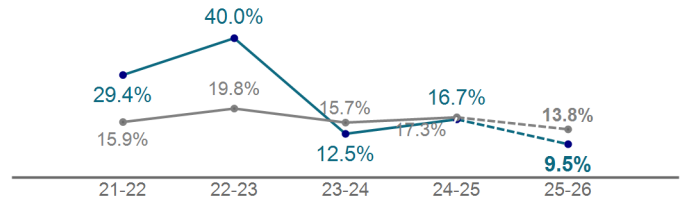
Browning
All Students
N = 338



African American
N = 77



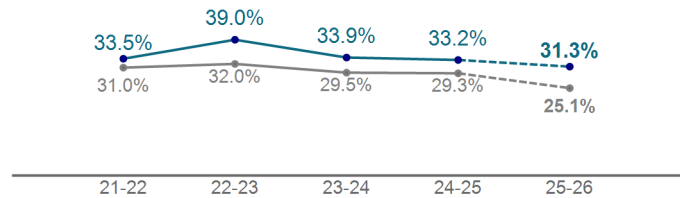
Asian
N = 21



Filipino

Subgroup with fewer than 20 students.

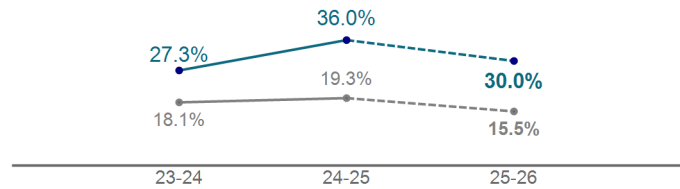
Hispanic
N = 192



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 20



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

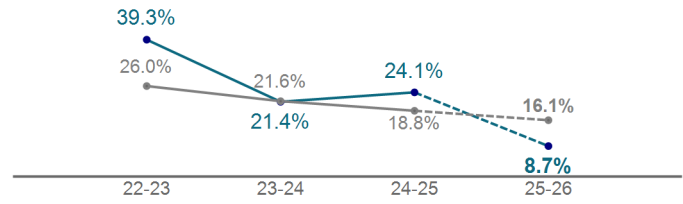
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

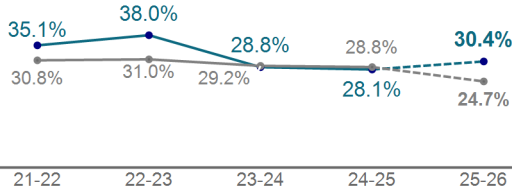
N = 23



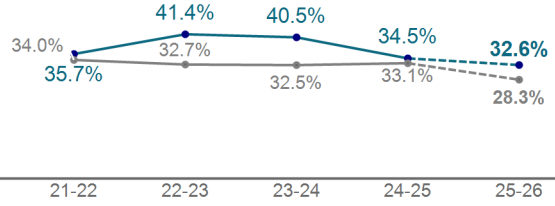
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

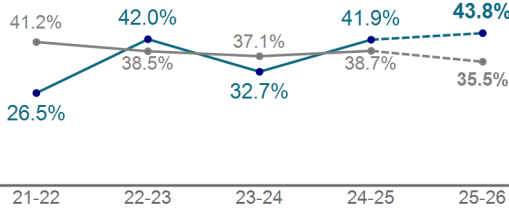
EL + RFEP
N = 115



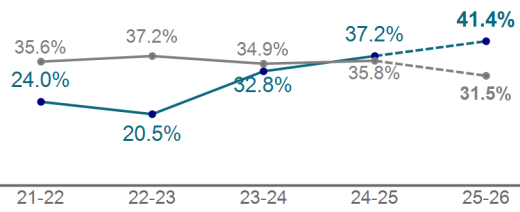
Low SES
N = 264



English Learner
N = 32



Special Education
N = 70



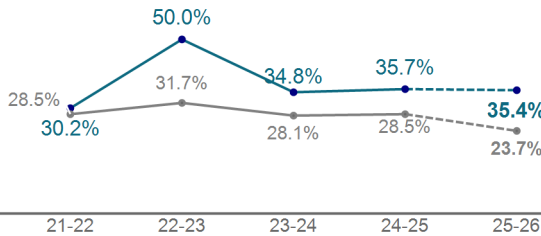
Homeless or Foster Youth

Subgroup with fewer than 20 students.

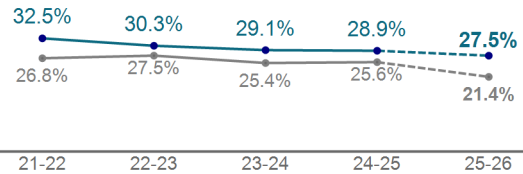
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 178



Male
N = 160



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

SBAC ELA 2025 :: School Data by Subgroup

Browning

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Browning

Category	Tested		Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Browning

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	60	-	43	10	47		
		All High	25	37	5	7	50	
		District	28	30	15	17	38	
	Grade	Gr. 11 (Minimum Growth Target: 12) (Min Accelerated Growth Target: 25) (Minimum Board Goal 2 Target:)	60	-	43	10	47	
		All High	25	37	5	7	50	
		District	25	38	5	7	50	
	Ethnicity	Hispanic	31	-	52	6	42	
			All High	24	39	5	7	49
			District	28	30	14	17	38
		African American	14^	-	21	21	57	
			All High	17	39	8	6	47
			District	25	32	14	15	39
		Other	7^	-	43	14	43	
			All High	31	36	7	6	52
			District	25	31	15	17	37
		Asian	6^	-	50		50	
			All High	35	29	6	8	58
			District	28	29	15	17	39
	Cambodian	5^	-	60		40		
		All High	29	32	8	6	55	
		District	23	29	15	18	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Ethnicity	White	2^	-	50			50	
			All High	26	38	5	6	51	
			District	27	30	15	19	37	
	Gender	Female	30	-	43			13	43
			All High	28	37	6	7	51	
			District	28	30	15	17	38	
		Male	30	-	43			7	50
			All High	22	38	5	7	50	
			District	26	31	14	17	38	
			Nonbinary	All High^	3	43	7	50	
	District	19		33	18	48			
	Special Populations	EL + RFEP	24	-	50			4	46
All High			23	39	5	7	49		
District			28	31	13	16	41		
ELL		6^	-	50			17	33	
		All High	18	46	4	8	42		
		District	31	30	15	17	38		
RFEP		18^	-	50			50		
		All High	24	38	6	6	51		
		District	27	31	11	15	43		
GATE/Excel		5^	-	60			40		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	GATE/Excel	All High	31	32	6	7	55
		District	30	29	16	19	36	
	Foster	All High^	87	8	17		75	
		District	35	38	18	9	35	
	Low SES		46	-	41	9	50	
		All High	24	37	5	6	51	
		District	28	30	15	16	39	
	Special Ed.		10^	-	30		40	30
		All High	21	43	4	9	45	
		District	31	30	14	17	39	
	Spec Ed. Speech/RSP		10^	-	30		40	30
		All High	24	43	3	7	47	
		District	31	31	13	16	41	
	Homeless	All High	33	36	5	9	50	
		District	34	30	15	16	40	
Homeless/Foster	All High	37	34	6	9	51		
	District	34	31	15	15	39		
SLC	Browning - BRN	60	-	43	10	47		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	60	60	-	48	23	8	20
		All High	17	43	24	18	15
		District	20	34	20	19	27
Grade	Gr. 11 (Minimum Growth Target: 49) (Min Accelerated Growth Target: 99)	60	-	48	23	8	20
		All High	17	43	24	18	15
		District	16	44	24	18	15
Math	Hispanic	31	-	61	26	3	10
		All High	16	44	24	18	14
		District	19	36	19	19	27
	African American	14^	-	36	29	7	29
		All High	18	42	25	15	19
		District	23	35	20	17	28
	Other	7^	-	29	14		57
		All High	19	42	27	16	15
		District	21	31	20	20	28
	Asian	6^	-	33	17	33	17
		All High	18	41	22	25	12
		District	22	31	21	20	29
Cambodian	5^	-	40	20	20	20	
	All High	13	47	17	23	13	
	District	18	30	20	20	30	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math	Ethnicity	White	2^	-	50	50	0		
		All High	15		43	23	19	14	
		District	16		34	20	19	26	
	Gender	Female	30	-	57	17	3	23	
			All High	13		44	25	18	13
			District	17		34	20	18	27
		Male	30	-	40	30	13	17	
			All High	19		42	23	18	16
			District	22		35	19	19	27
Nonbinary	All High^	-20		64	14	14	7		
	District	-12		52	12	15	21		
Special Populations	EL + RFEP	24	-	63	21	17			
		All High	16		45	23	17	14	
		District	17		37	18	18	27	
	ELL	6^	-	67	17	17			
		All High	35		43	20	16	21	
		District	25		37	18	18	26	
	RFEP	18^	-	61	22	17			
		All High	11		46	24	18	12	
		District	14		36	18	18	28	
	GATE/Excel	5^	-	60	20	20			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Browning

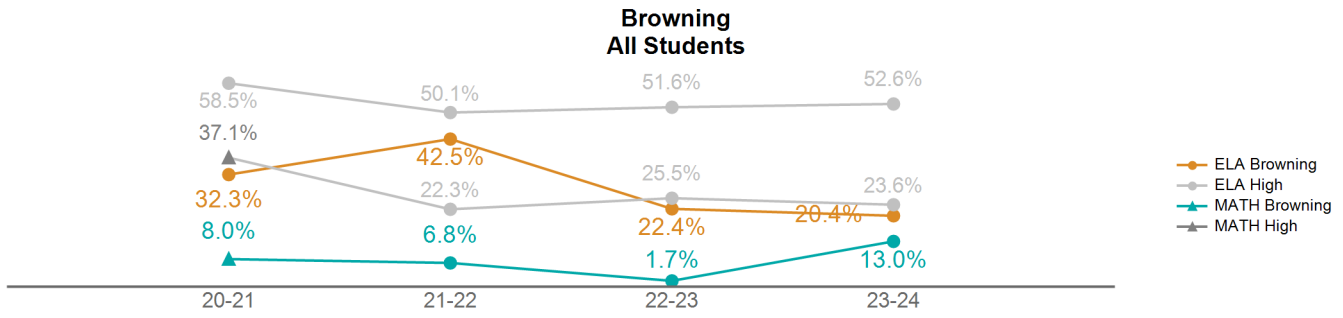
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	GATE/Excel	All High	9	45	25	20	10	
		District	16	31	21	21	27	
	Foster	All High^	89	31	8	23	38	
		District	60	35	19	18	28	
	Low SES		46	-	46	24	7	24
		All High	16	45	23	17	15	
		District	19	35	19	19	27	
	Special Ed.		10^	-	30	30	20	20
		All High	26	42	24	15	19	
		District	25	36	17	17	29	
	Spec Ed. Speech/RSP		10^	-	30	30	20	20
		All High	21	41	26	17	16	
		District	21	37	18	17	29	
	Homeless	All High	2	51	24	13	13	
		District	12	38	19	16	27	
Homeless/Foster	All High	9	49	22	14	15		
	District	18	38	19	16	27		
SLC	Browning - BRN	60	-	48	23	8	20	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

Subgroup with fewer than 20 students.

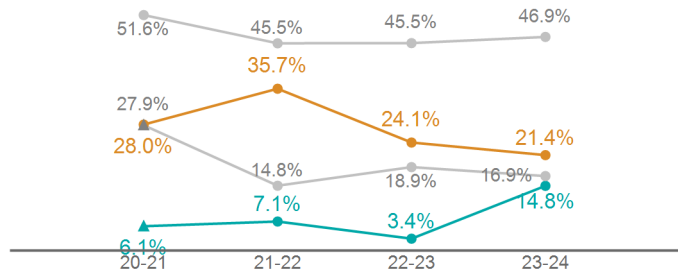
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander

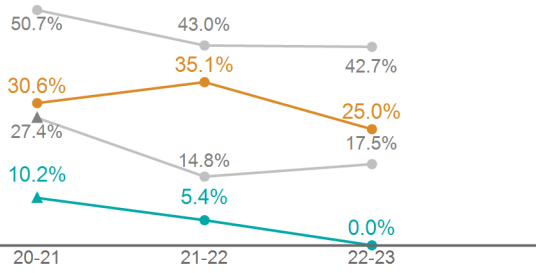
Subgroup with fewer than 20 students.

White

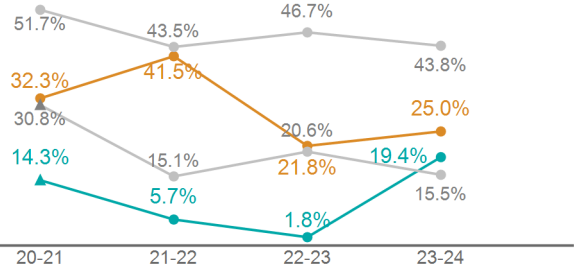
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

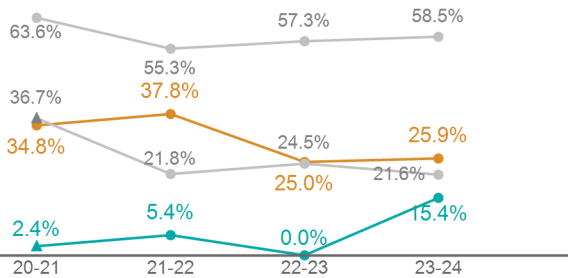
Homeless

Subgroup with fewer than 20 students.

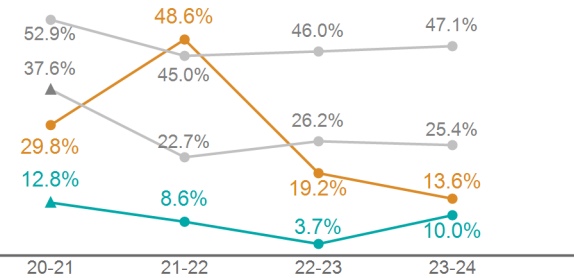
Foster Youth

Subgroup with fewer than 20 students.

Female



Male



SBAC ELA 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,695	50%	29	21	24	26	50%	↑2	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	11,560	49%	26	23	32	19	51%	↑3	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

1/23/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	1,218	65%	14	51	23	13	35%	↑3	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

1/23/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,565	46%	25	21	29	25	54%	↑2	↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

1/23/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

1/23/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

Browning

24-25

Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	72	33 67
Grade	Gr. 09	39	36 64
	Gr. 10	26	35 65
	Gr. 11	4	25 75
	Gr. 12	3	100
Ethnicity	African American	24	38 63
	Asian	3	33 67
	Filipino	1	100
	Hispanic	36	33 67
	Other	4	100
	White	4	50 50
Gender	Female	35	49 51
	Male	37	19 81

Browning

24-25

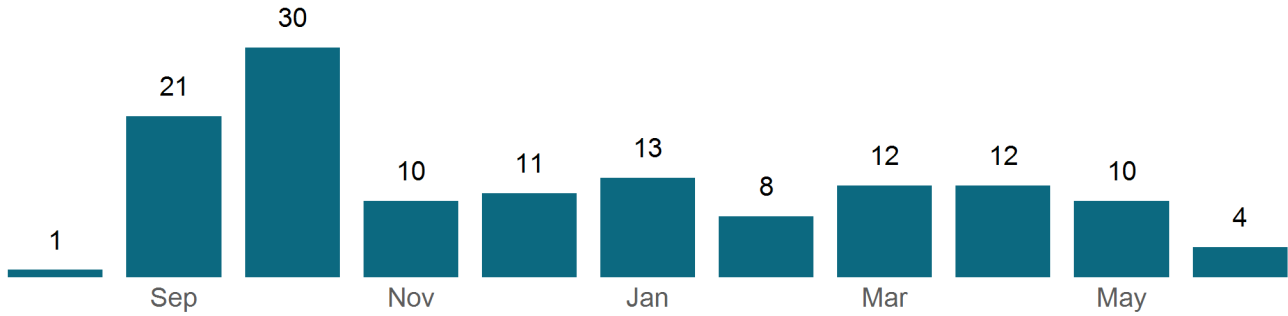
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	16	19 81
	ELL	6	100
	GATE/Excel	4	100
	Homeless	3	33 67
	Low SES	55	29 71
	RFEP	10	30 70
	Spec Ed. Speech/RSP	18	28 72
	Special Ed.	18	28 72

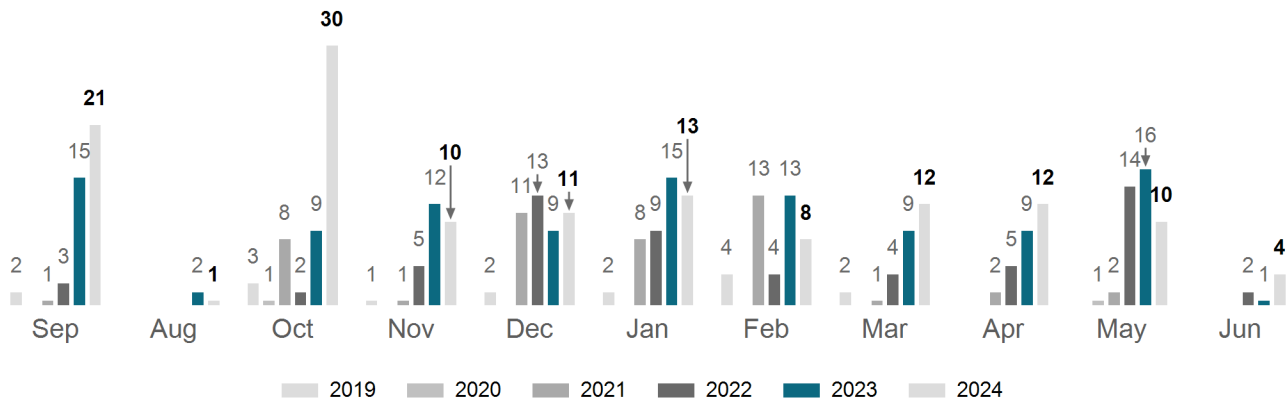
Browning

24-25

By Month for 24-25



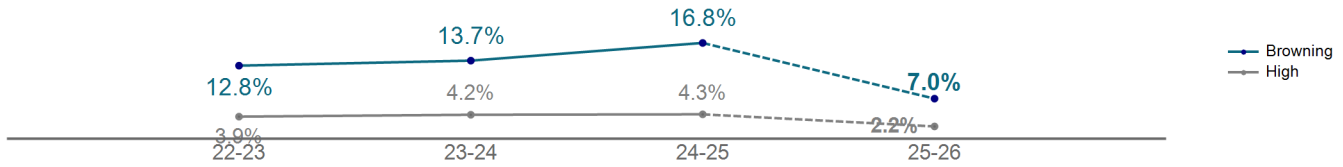
By Month- 5-year comparison



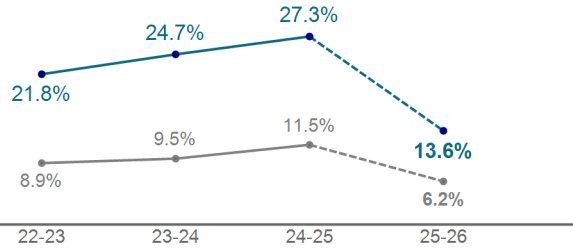
	19-20	20-21	21-22	22-23	23-24	24-25
Sep		2		1	3	15
Aug						2
Oct		3	1	8	2	9
Nov		1		1	5	12
Dec		2		11	13	9
Jan		2		8	9	15
Feb		4		13	4	13
Mar		2		1	4	9
Apr				2	5	9
May			1	2	14	16
Jun					2	1

Suspension Rate

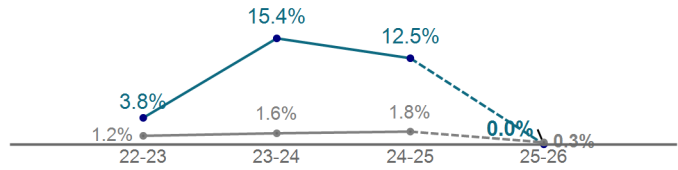
Browning
All Students
N = 356



African American
N = 81



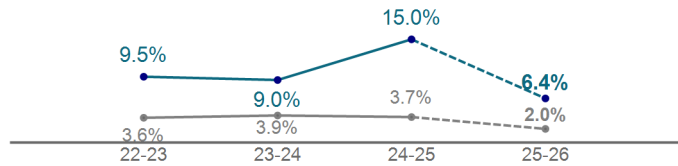
Asian
N = 22



Filipino

Subgroup with fewer than 20 students.

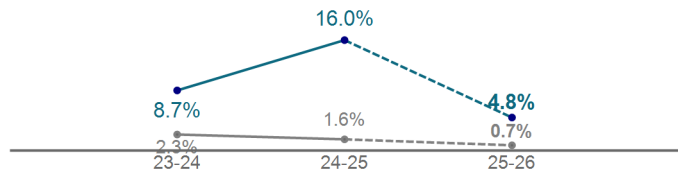
Hispanic
N = 204



Pacific Islander

Subgroup with fewer than 20 students.

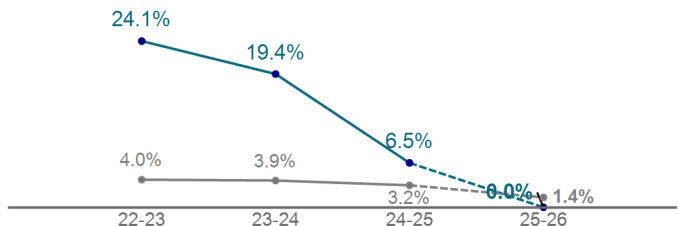
White
N = 21



Native American

Subgroup with fewer than 20 students.

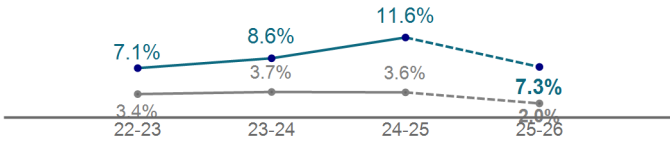
Other
N = 23



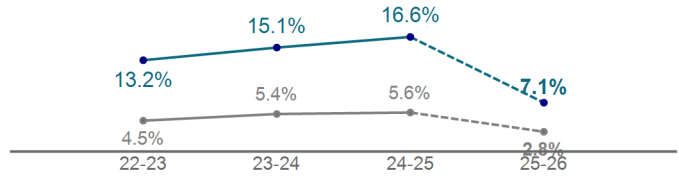
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

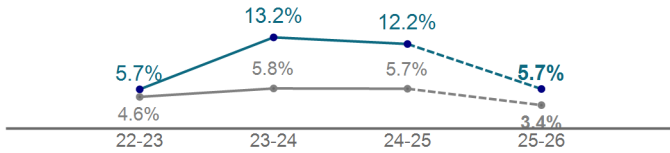
EL + RFEP
N = 123



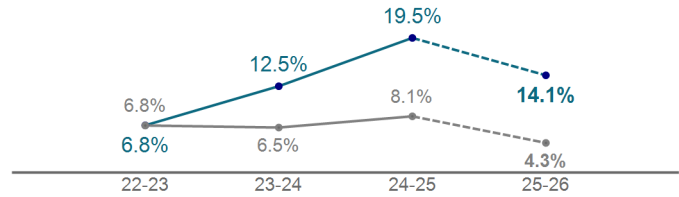
Low SES
N = 269



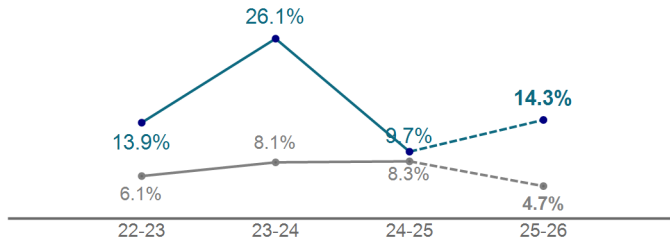
English Learner
N = 35



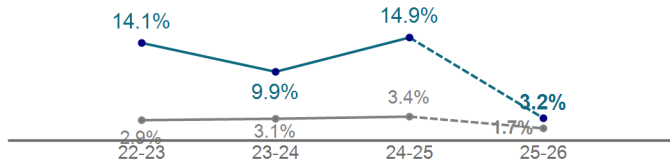
Special Education
N = 71



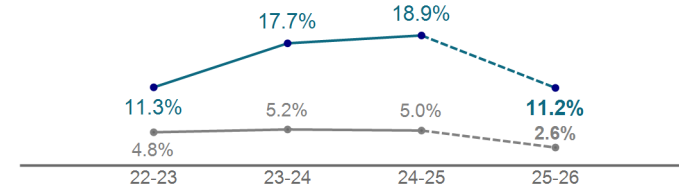
Homeless or Foster Youth
N = 21



Female
N = 187



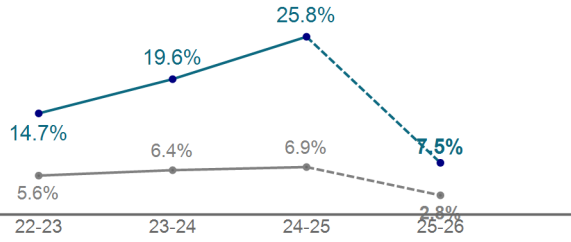
Male
N = 169



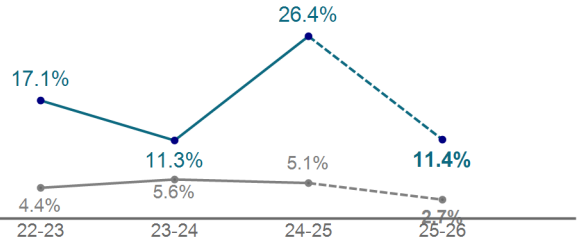
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

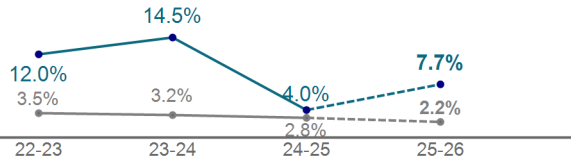
Gr. 09
N = 107



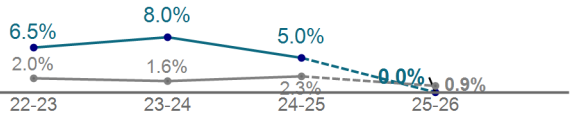
Gr. 10
N = 105



Gr. 11
N = 65



Gr. 12
N = 79



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Browning

Site Level Overall Performance Level Summary



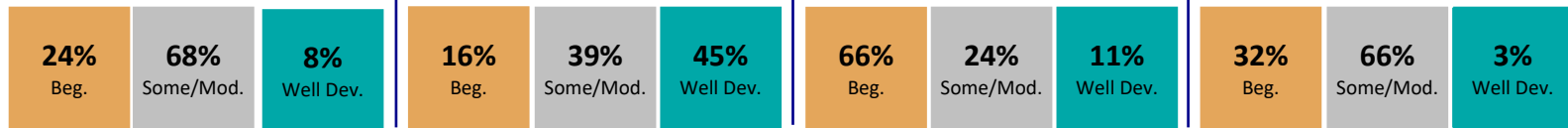
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

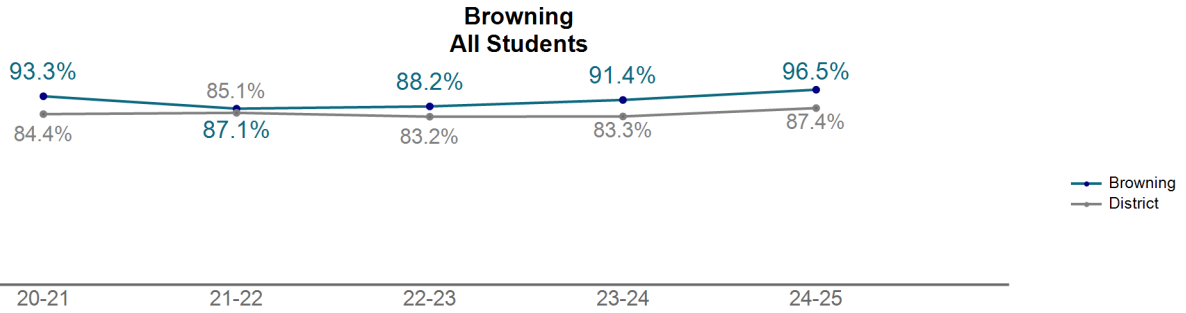
Writing



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	33%	33%	33%	0%	17%	67%	17%	17%	50%	33%	67%	33%	0%	17%	83%	0%
10	22%	44%	11%	22%	0%	89%	11%	11%	44%	44%	56%	33%	11%	22%	78%	0%
11	33%	40%	20%	7%	33%	67%	0%	27%	40%	33%	73%	20%	7%	47%	53%	0%
12	25%	38%	38%	0%	38%	50%	13%	0%	25%	75%	63%	13%	25%	25%	63%	13%

Cohort Graduation Rate



African American



Asian

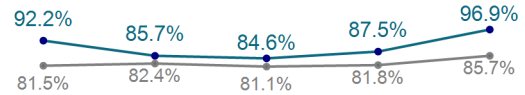
Subgroup with fewer than 20 students.

21-22

Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

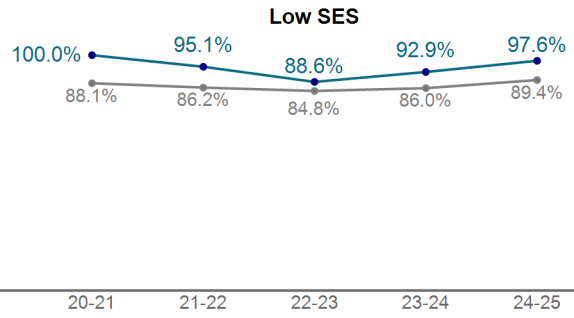
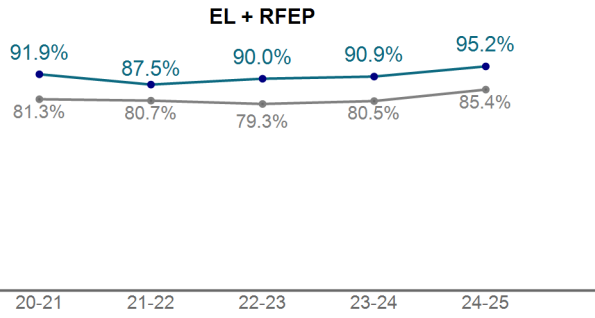
Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

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

Cohort Graduation Rate



English Learner

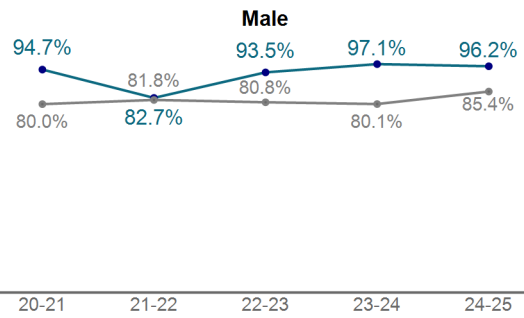
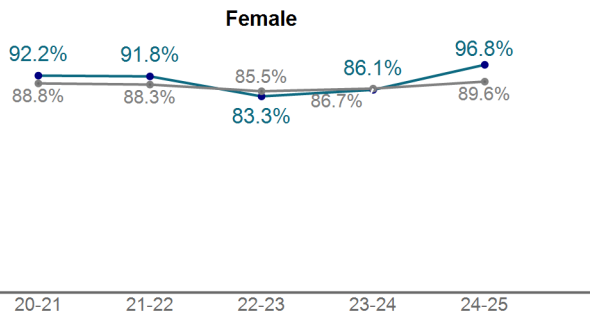
Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

Homeless or Foster Youth

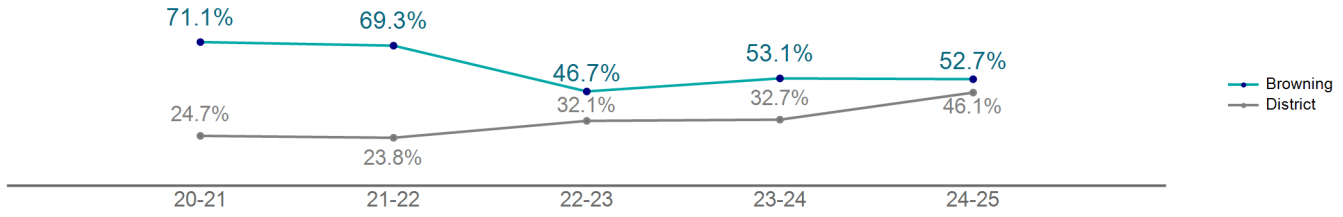
Subgroup with fewer than 20 students.



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

Percent of Graduates Completing Career Technical Education Pathway

Browning All Students



African American

70.6%

23.8%

21-22

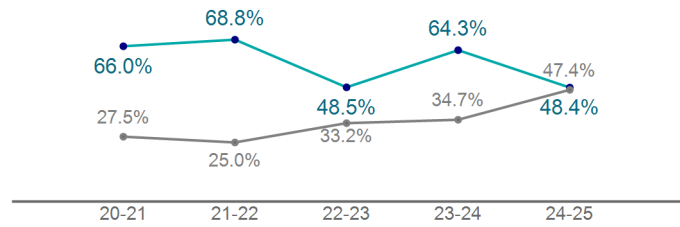
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

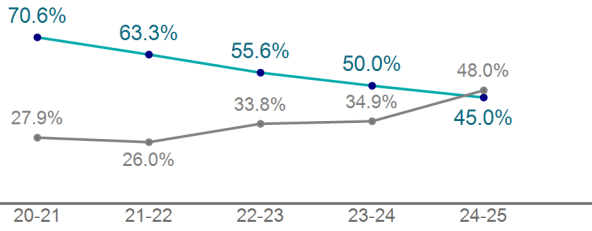
Subgroup with fewer than 20 students.

Other

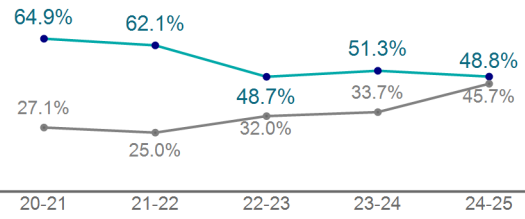
Subgroup with fewer than 20 students.

Percent of Graduates Completing Career Technical Education Pathway

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

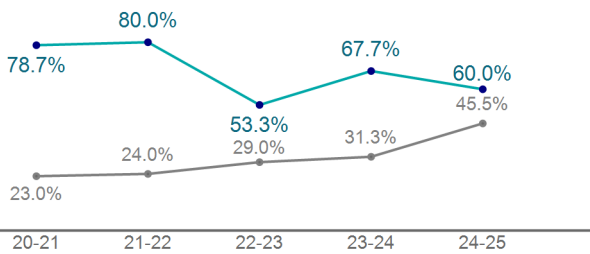
Special Education

Subgroup with fewer than 20 students.

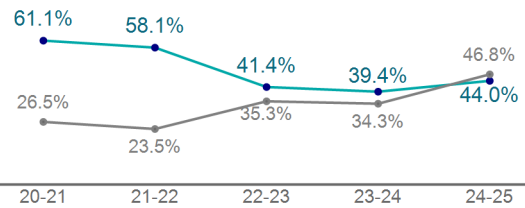
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



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

School Plan for Student Achievement Addendum 2025-2026
Comprehensive Support and Improvement (CSI) - Low Performing ▾
Browning 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 type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

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

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

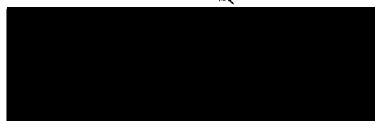
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

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

1/21/2026

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): *We have continued to refine our SPSA strategies to better support students with the greatest needs. This includes implementing Saturday enrichment, tutorial support, reteach and retake opportunities, and expanded academic interventions to increase student success and reduce behavioral concerns. We have also added a Dual Enrollment Counselor. We have increased targeted support for multilingual learners enrolled in college courses, and partnered with two nonprofit organizations that provide mentoring and ongoing support for Browning students.*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Integral (CSI) - Bajo desempeño

Browning High School

Si es TSI o ATSI, identifique los subgrupos:

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

Atestación:

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

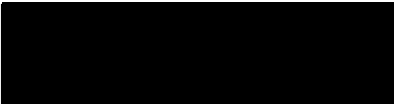
Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

**por sus siglas en inglés*

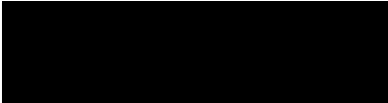
Fecha de aprobación por el SSC

1/21/2026

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): Hemos seguido perfeccionando nuestras estrategias SPSA para brindar un mejor apoyo a los estudiantes con mayores necesidades. Esto incluye la implementación de actividades de enriquecimiento los sábados, apoyo tutorial, oportunidades de repaso y recuperación, e intervenciones académicas ampliadas para aumentar el éxito estudiantil y reducir los problemas de comportamiento. También hemos incorporado un consejero de doble matrícula. Hemos incrementado el apoyo específico para los estudiantes multilingües matriculados en cursos universitarios y nos hemos asociado con dos organizaciones sin fines de lucro que brindan tutoría y apoyo continuo a los estudiantes de Browning.

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

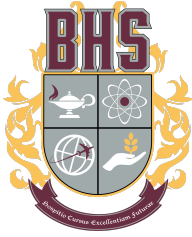
Supervisión y evaluación de la eficacia

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

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

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

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



Richard D. Browning High School



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

THE SCHOOL

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

THE HOME

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



THE STUDENT

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

Richard D. Browning High School

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

LA ESCUELA

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

EL HOGAR

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

EL ESTUDIANTE

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



Richard D. Browning High School Family Involvement Guidelines 2025 - 2026

As a school that receives Title I, Part A (Title I) funds, Browning High School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Browning High School's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Browning High School agrees to implement the following requirements:

- Jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- Notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- Make the School Family Involvement Guidelines available to the local community.
- Periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- Adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- Agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

- ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Browning will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Browning will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school yearly:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Browning will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop and teleparent
 - Child care provided
 5. Browning will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Browning will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Browning will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Browning will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Browning will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR STUDENT HIGH ACADEMIC ACHIEVEMENT

1. Browning High School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - Direct school to home contact quarterly regarding academic progress
 - Direct school to home contact regarding truancy and attendance
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Browning High School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - [Electronic distribution will be sent to parents by 10/1/2025](#)
3. Browning High School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Browning High School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 - College and Career Readiness Workshops
 - Financial Aid Workshop
 - PSAT & SAT Results
5. Browning High School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services [using Canvas, Zoom, or in person meetings](#)
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - [Miriam Mejia, Bilingual Intermediate Office Assistant](#) will be doing the translations of written materials/notifications that are sent to families.

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

**PART V.
ADOPTION**

Browning High School’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 05/21/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/01/2025. Browning High School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Tomika Romant
Signature of Principal

10/1/2025
Date

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

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

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

PARTE I

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

- Acepta regirse por la siguiente definición estatutaria de participación familiar, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

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

PARTE IV.

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

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

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

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PARTE V.

ADOPCIÓN

Las Pautas de Participación Familiar de la Escuela Secundaria Browning han sido desarrolladas conjuntamente con, y acordadas por las familias de los niños que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por la escuela secundaria Browning. Las Guías fueron adoptadas por los miembros del Concilio Escolar el [05/21/2025](#) y estarán en efecto por el periodo de un año escolar. La escuela distribuirá las Directrices a todas las familias en o antes de [10/01/25](#). Browning High School, cuando sea posible, proporcionará una copia de estas Directrices a las familias en un idioma que la familia pueda entender.

Tomika Romant

Firma del Director

10/1/2025

Fecha