



# **Poly High School**

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 and contains the following:

**Needs Assessment-**

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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/chief-academic-office/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):

**Past 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.

**Past 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

In ELA, we did not meet the previous goal overall.

In analysis of our findings the D/F rate for ELA is as follows: In 22-23, 21% of our students received a D/F overall. And in 23-24, 19% of our students received a D/F overall.

On the CA Dashboard, English Learners and Students with Disabilities scored below the standard in ELA, resulting in placement in the Red performance level for both groups in 2023. These scores contribute to students with disabilities scoring below all students (85.5%) in graduation rate (60%). However, in 2024, English Learners and Students with Disabilities moved into the Orange performance level for ELA and yellow (69.9%) for graduate rate, which is an increase of 9.9%. Hispanic students are currently in the yellow performance level, with scores increasing 16.3 points.

### ELA Goals

With teachers receiving professional development (Quality Core Instruction) on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, there will be a decrease in the overall D/F rate for ELA to no more than 12.9% by semester 2 of 24-25 and continued movement toward the standard on the CA Dashboard. Progress monitoring of these subgroups will be conducted regularly through department meetings. In addition, on the CA Dashboard, the following subgroups will move from the from the orange to the yellow performance groups: English Learner, Long Term EL, Students with Disabilities, and African American students. We will also focus on moving the Homeless Youth and Socioeconomically Disadvantaged from the Yellow to the Green performance band.

## Comprehensive Needs Assessment: Mathematics

## Math Findings

In Math, we did not meet the previous goal overall. In analysis of our findings, the D/F rate for Math is as follows: In 22--23, 26% of our students received a D/F overall. And in 23-24, 23% of our students received a D/F overall. On the CA Dashboard, English Learners Students with Disabilities, Socioeconomically Disadvantaged, and the Hispanic subgroups scored below the standard in Math, resulting in placement in the Red performance level for both groups in 2023. And in 2024, English Learners, Students with Disabilities, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged scored below the standard, resulting in placement in the Red performance level. On the CA Dashboard in 2025, our homeless students (declined 11.9 points, 169.4 points below the standard) performing in the red, while the African American (Increased 23.9 points, 118 points below the standard), English Learners (Increased 31.3 points, 175 points below the standard), Long-Term English Learners (Increased 43.4 points, 168.5 points below the standard), and Students with Disabilities (Increased 35.9 Points, 173.2 points below standard) subgroups scored in the orange. And Asian (Maintained -1.1 Points, 30.2 points below standard), Hispanic (Increased 16.3 points, 108.2 points below the standard), Two or More Races (Maintained 0.7 points, 16.2 points below the standard), and Socioeconomically Disadvantaged students (Increased 18.9 points, 103.9 points below the standard) scored in the yellow. All students have performed in the yellow band where they increased 7.9 points, yet 81 points below the standard.

## Math Goals

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

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

We did not meet the previous goal for our English Learners in 2023. In 22-23, the multilingual graduation rate was 58.1%. And in 23-24, the graduate rate was 60.9% for this subgroup, which was also reflected on the CA Dashboard for both 2023 and 2024. In addition the CA Dashboard reflects All Students preparation for College and Career Readiness Indicators at 49.5% (Yellow Performance Level), our English Learners were in the red in 2023 and had moved into the Yellow by 2024. On the Summative ELPAC test, 40.5% of EL students decreased at least one ELPI Level, 41.6% maintained their ELPI level, and 17.7% Progressed at least one ELPI level, while 0.3% maintained Level 4 on the ELPI in 2025. Long-Term English Learners are in the red performance band, declining 17.8%, with a progress percentage of 19%.

## English Learner Goals

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

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

We did not meet the previous goal.

In 23-24, the overall Sense of Belonging was 51% on the CORE Survey. In 2025, on the CA Dashboard graduation rate indicator, English Learners (Increased 14.9%, where 78.3% graduated), Filipino students (Declined 1.2 %, where 94.6% graduated), and Students with Disabilities (Increased 4.9%, 74.8% graduated) performed in the yellow performance band. Socioeconomically Disadvantaged (90.1% graduated), Homeless (85.7% graduated), Asian (93.3% graduated), and Two or More Races (87.5% graduated) are all in the green performance band.

We did not meet the previous goal.

In 23-24, the overall Sense of Belonging was 51% on the CORE Survey.

### Culture/Climate Goals

With teachers receiving professional development in Culturally Responsive teaching, Start with One Mentoring Program, an intentional focus on identity safety (inclusion) and engagement, there will be an increase of 4% (54%) overall in Sense of Belonging on the CORE Survey. Progress monitoring will be conducted regularly through department meetings. In 2025, on the CA Dashboard Asian students increased 7.9%, with 79.2 % prepared/scoring in the in the Blue on the College/Career Indicator.

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

## Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teachers receiving professional development (Quality Core Instruction) on Learning Targets, Ellevation Strategies, and Culturally Responsive Instruction, there will be a decrease in the overall D/F rate for ELA to no more than 12.9% by semester 2 of 24-25 and continued movement toward the standard on the CA Dashboard. Progress monitoring of these subgroups will be conducted regularly through department meetings.	Goal Partially or Not Met	Rather than listing District Professional Development we will transition to focusing on Poly's Instructional Agreements. 1) We were close to meeting our goal in decreasing the D/F rate for ELA, however we were still over by 0.3%, with all students at 13.2%. 2) We met the second part of this goal as all students increase by 1.3% toward the standard .	We will keep our same focus, however we will separate these goals into two separate goals when possible and focus on decreasing our D/F rate to no more than 11.9% for ELA.

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
Math	1) With teachers receiving professional development (Quality Core Instruction) on learning targets, Building Thinking Classrooms, and Culturally Responsive Instruction, there will be a decrease in the overall D/F rate to no more than 18.7% by semester 2 of 24-25 and English Learners, Students with Disabilities, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged will move toward the standard on the CA Dashboard. Progress monitoring will be conducted regularly through department meetings.	Goal Partially or Not Met	Rather than listing District Professional Development we will transition to focusing on Poly's Instructional Agreement 1) We did not meet the first part of the goal to decrease the D/F rate for Math as the rate was higher by 4.3%, with all students at 23%. 2) We did not meet the second part of the goal measuring SBAC performance as the following subgroups are still in the lowest performance band: English Learners, Students w/disabilities, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged.	We will keep our same focus, however we will separate these goals into two separate goals when possible and focus on decreasing our D/F rate to no more than 19 % for math.

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
English Learner	1) With teachers receiving professional development in Culturally Responsive Instruction, Ellevation Strategies, and EL Push In support (Math), there will be an increase in the overall graduation rate to 69% for all multilingual learners and continued movement toward the standard in College and Career Readiness on the CA Dashboard. Progress monitoring will be conducted regularly through department meetings.	Goal Partially or Not Met	We did not meet the goal to increase the overall graduation rate by 7%, with only 62% of multilingual learners meeting the expected rate for graduation.	We are changing the supports available to multilingual learners through an ongoing commitment through our EL Coordinator. We approaching this as a strategic long term goal - By the year 2031, our multilingual and newcomer population will increase the graduation rate by 20-30%, proportional to the target group, decreasing chronic absenteeism by 20%
Culture/Climate	1) With teachers receiving professional development in Culturally Responsive teaching, Start with One Mentoring Program, an intentional focus on identity safety (inclusion) and engagement, there will be an increase of 4% (54%) overall in Sense of Belonging on the CORE Survey. Progress monitoring will be conducted regularly through department meetings.	Goal Met	This goal was met.	We are changing our approach by focusing on identity-safety and focusing on increasing in class-time by eliminating tardiness. By 2031, we will increase students' overall sense of belonging from 54% to 60% and reduce the 14% gap between the highest and lowest-reported subgroups by half (7%).

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Safe and Civil Committee planning time and materials to re-establish safe and civil team and protocols, implement restorative justice practices and increase student sense of belonging. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
<p>EL / Intervention Specialist- The role of the English Learner Coordinator is to support teachers of English learners to provide instruction that will accelerate their acquisition of English language proficiency and academic achievement. The English Learner Coordinator will work with the with Office of Curriculum, Instruction &amp; Professional Development, teacher leaders, and site administrator to support teachers with building strategies and scaffolds to support English learner instruction and provide interventions, as necessary.</p> <p>The Intervention Specialist will provide the most intensive services needed by students who are the most likely not to graduate from high school due to credit deficiency, attendance problems, and learning deficits. The caseload of students for the Intervention Specialist will be determined by evaluating student data and prioritizing student needs. Students having deficiencies in all areas will partake in these highly intensive services.</p> <p>(IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Field Trips- At-Risk Students (IN 4)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Garden supplies for special education garden and sensory area. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Rabbotics club open to all students, promoting STEAM involvement and learning. Supports core curriculum and sense of belonging. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Funds to provide opportunities for Department grade level teams to: 1. Use District designed pacing charts and California State Standards to plan and implement curriculum inside each Poly classroom. 2. Analyze data from IReady and other common assessments to identify student gaps in learning and develop lessons to help students bridge those gaps and move towards grade level proficiency. 3. Identify common interventions to utilize across grade levels and departments to help reduce the D/F rate for BIPOC students. (PD 1)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Students from Model United Nations Program would like to attend the NAIMUN North American Invitational Model UN Conference, (IN 5)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Pathways will specifically update their Pathway Student Outcome Charts, develop integrated lessons that align the Core Academic and CTE standards and develop pathway interventions with the purpose of progressing towards Silver Certification and increased student achievement and sense of belonging for all pathways.. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Purchase instructional materials such as leveled readers, manipulatives, whiteboard surfaces, graphic organizers, study guides, and other classroom resources that reinforce high-impact instructional strategies and differentiation. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Currently the counseling/enrollment department is staffed for 1.5 Bilingual Intermediate Office Assistants and 1 English Only Intermediate Office Assistant, there is a current need to increase the IOA staffing from 2.5 to 3. This will increase the amount of bi-lingual support that can be provided to families who need counseling and enrollment assistance. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
ELAC family workshops for EL parents to understand how the educational system at Poly works. This was a recommendation from ELAC members for SSC plan. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

## Accountability Measure 1: Increase Achievement

<b>Core Program - English Language Arts</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> <p>Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Unit and section introduction tasks: section overview activities, Launch Text activities</li> <li>• Making Meaning tasks: First Read &amp; Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure</li> <li>• Language Development tasks: concept vocabulary, word study, conventions, author’s style</li> <li>• Preparation for performance assessments, Unit reflections, evidence logs, word networks</li> </ul>	<p>My Perspectives, 2017, Pearson</p>

<p>for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf">www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf</a></p> <p>The English Language Arts Scope and Sequence is available at: <a href="http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm">http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm</a></p>	<ul style="list-style-type: none"> <li>• Short constructed response, Cornell notes, double entry journals, journal quick writes</li> </ul> <p>Formative Assessments/Quizzes These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Brief quizzes and general comprehension checks</li> <li>• Thinking Maps</li> <li>• Selection Tests</li> </ul> <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul>	<p>My Perspectives, 2017, Pearson</p>

communication, and research techniques.

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

LBUSD offers the seniors the opportunity to take Diverse Voices in Media. This allows students to explore a wide variety of literature and culturally relevant readings to further develop their language skills.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvswyeynk2e7i/HS-Course-Selection-Guide.pdf>

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

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

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

#### Formative Assessments/Quizzes

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

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They

	<p>can be graded or not. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Brief quizzes and general comprehension checks</li> <li>• Thinking Maps</li> <li>• Selection Tests</li> </ul> <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
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reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

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

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

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

#### Homework

This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion,

but not graded for mastery: it is practice in a skill.

## Core Program - Writing

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

<p>literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</a></p>	<ul style="list-style-type: none"> <li>• Teacher modeled writing lesson activities</li> </ul> <p>Language Production through Speaking &amp; Listening Tasks:</p> <p>Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Speaking and Listening Focus (small group presentation)</li> <li>• Effective Expression Speaking &amp; Listening tasks</li> <li>• Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations</li> </ul>	
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process</p>	<p>My Perspectives, 2017, Pearson</p>

<p>motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf">www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf</a></p> <p>The English Language Arts Scope and Sequence is available at: <a href="http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm">http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm</a></p>	<p>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"> <li>• Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.</li> <li>• Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks</li> <li>• Short constructed response, Cornell notes, double entry journals, journal quick writes</li> <li>• Teacher modeled writing lesson activities</li> </ul> <p>Language Production through Speaking &amp; Listening Tasks:</p> <p>Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Speaking and Listening Focus (small group presentation)</li> <li>• Effective Expression Speaking &amp; Listening tasks</li> <li>• Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations</li> </ul>	
<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</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis,</p>	<p>My Perspectives, 2017, Pearson</p>

activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.

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

evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:

- Interim district assessment
- Unit tests
- Portfolios

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

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- 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

<p>meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</a></p>	<p>analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Speaking and Listening Focus (small group presentation)</li> <li>• Effective Expression Speaking &amp; Listening tasks</li> <li>• Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations</li> </ul>	
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**Core Program - Math**

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p><b>Algebra 1</b> The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and</p>	<p><b>Formative Assessments</b> Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> <li>• Tests (district exams and classroom tests)</li> <li>• Quizzes</li> <li>• Project work that assesses a student’s understanding</li> </ul> <p><b>Classwork/Activities</b> Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> <li>• In class assignments</li> <li>• Project work completed in class</li> <li>• Notes</li> <li>• Warm-ups</li> <li>• Graded participation</li> </ul> <p><b>Homework</b> Graded work completed outside of class such as</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

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

any of the following:

- Assignments
- Project work completed outside of class

Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.

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

#### Pre Calculus

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

To meet the four year math requirement and to provide access to upper level math classes, some schools offer

<p>additional math electives, which may include: Introduction to Applied Math; College and Career Ready Mathematics; Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.</p> <p>Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.</p> <p>For other math offerings and the full catalog of high school courses, please visit: <a href="https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf">https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf</a></p>		
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade- level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

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#### Geometry

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#### 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

<p>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:</p> <ul style="list-style-type: none"> <li>• Introduction to Applied Math (not A-G)</li> <li>• Intro to Data Science (IDS)</li> <li>• Functions, Statistics &amp; Trigonometry (FST)</li> <li>• AP Statistics</li> <li>• AP Calculus (AB or BC)</li> </ul> <p>For other math offerings and the full catalog of high school courses, please visit:  <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</a></p>		
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p><b>Algebra 1</b>  The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents</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>

to square and cube roots; and (4) apply linear models to 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

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#### Algebra 2

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

#### Precalculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

#### 4th Year Options

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

Introduction to Applied Math (not A-G)

Intro to Data Science (IDS)

Functions, Statistics & Trigonometry (FST)

Finite Math

AP Statistics

AP Calculus (AB or BC)

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

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Currently Poly HS is home to over 2000 Latino families with at least 400 of those students classified as EL. Bilingual translation and support is a need. Culture-Climate Survey (Parent) 50, Basic Services 50	Currently the counseling/enrollment department is staffed for 1.5 Bilingual Intermediate Office Assistants and 1 English Only Intermediate Office Assistant, there is a current need to increase the IOA staffing from 2.5 to 3. This will increase the amount of bi-lingual support that can be provided to families who need counseling and enrollment assistance.	Hispanic, English Learners, Newcomers, Support Staff/Counselors, Targeted Parents	LCFF \$49,888 Intermediate Office Assistant .5 FTE - LCFF 100%	08/16/2025 - 06/30/2026 Daily	Office Supervisor Principal Assistant Principal Head Counselor	Office Supervisor and Head Counselor will monitor the number of students and families receiving support for enrollment/counseling office. Culture-Climate Survey (Parent) 50, Basic Services 50
EL Students and other subgroups are not meeting the A-G requirements nor proficiency on state and district exams D/F Rate 50, A-G Rate 10, EL Reclassification 20,	EL / Intervention Specialist- The role of the English Learner Coordinator is to support teachers of English learners to provide instruction	English Learners, Identified At-Risk Students	LCFF \$187,777 Teacher on Special Assignment (TOSA) 1 FTE - LCFF 100%	08/15/2025 - 06/30/2026 Annually	Admin	Data Meetings PD D/F Rate 50, A-G Rate 10, EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20

Attendance/Chronic Absenteeism Rate|20

that will accelerate their acquisition of English language proficiency and academic achievement. The English Learner Coordinator will work with the with Office of Curriculum, Instruction & Professional Development, teacher leaders, and site administrator to support teachers with building strategies and scaffolds to support English learner instruction and provide interventions, as necessary. The Intervention Specialist will provide the most intensive services needed by students who are the most likely not to graduate from high school due to credit deficiency, attendance problems,and

	learning deficits. The caseload of students for the Intervention Specialist will be determined by evaluating student data and prioritizing student needs. Students having deficiencies in all areas will partake in these highly intensive services.					
The D and F rate for Math Geometry and Algebra classes is high. Extra support during identified classes will support teachers and students. D/F Rate 50, Algebra Participation/Pass 50	A college aid will be hired part time to provide in class support for EL and other identified students in ELA/Math for identified high need subjects such as Algebra and Geometry.	English Learners, Identified At-Risk Students	LCFF \$10,764 College Student Aide ( 1 ) for 500 hours annually - LCFF 100%	08/31/2025 - 06/30/2026 Daily	EL Coordinator	The D and F rate for identified classes and students will be monired regularly for improvement. D/F Rate 50, Algebra Participation/Pass 50

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
High D/F rate for EL students and lower graduation rate than school D/F Rate 100	Identified bilingual subs will be used to provide in class support for EL and other identified students in ELA/Math for identified high need subjects such as ELD, Advanced ELD, Algebra, Geometry.	English Learners, Identified At-Risk Students	LCFF \$19,631 Substitute teacher full day ( 2 ) for 35 days - LCFF 100%	08/31/2005 - 06/14/2026 Weekly	EL Coordinator	D/F Rate for EL and other identified students D/F Rate 100

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
D and F rate as well as lower graduation rates for identified sub groups (EL, SPED, male students) D/F Rate 100	A schoolwide peer tutoring program will provide tutoring for all students at Poly with an emphasis on brining in identified students who may need the most support such as EL, students with special needs, and other students who are at risk of not graduating. The program will be supported by our EL and Intervention coordinator with the tutoring provided by selected Poly students. One staff member will oversee the program to provide supervision and assure that data is being tracked and monitored for program effectiveness.	English Learners, Identified At-Risk Students	LCFF \$21,808 Student Tutor ( 15 ) for 55 hours annually - LCFF 100% Teacher Hourly P Schedule ( 1 ) for 80 hours annually - LCFF 100%	08/31/2025 - 06/14/2026 Daily	Assisstant Principal, EL and Intervention Coordinators	Schoolwide D and F Rate; tracking of students participating in tutoring D/F Rate  100

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
		<p>Poly High School ensures a smooth transition for incoming students and families through a comprehensive support system, starting with Link Crew Freshman Orientation Day, where students participate in a fun rally, meet school leaders, tour the campus, and receive their books and class schedules. Parents gain valuable insights during our Parent Night Orientation, highlighting academic pathways and programs to help them support their students' success. Additionally, our counselors collaborate closely with feeder middle schools, visiting students to assist with course selection and identifying any needed supports to foster a strong foundation before they arrive on campus.</p>

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
A robust work based learning program includes field trips that are aligned to the student's pathway Culture-Climate Survey (Student-Staff) 100	To support Linked Learning and Pathway Engagement, funds will used to take students on field trips that are aligned to workbased learning. these trips help engage students in their learning.	LCFF \$15,000 Services - LCFF 100%	08/31/2025 - 06/14/2026 Annually	PBE Faciliator, Pathway Lead	Student Surveys

**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
<p>Data shows that certain identified groups have the highest D/F rates across the campus as well as struggle with engagement and attendance. D/F Rate 100</p>	<p>Funds to provide opportunities for Department grade level teams and Pathway Teams to: 1. Use District designed pacing charts and California State Standards to plan and implement curriculum inside each Poly classroom. 2. Analyze data from IReady and other common assessments to identify student gaps in learning and develop lessons to help students bridge those gaps and move towards grade level proficiency. 3. Identify common interventions to utilize across grade levels and departments to help reduce the D/F rate for identified subgroup of students. 4. Pathway teams to plan activities, action plans, and integrated/interdisciplinary projects. Each Pathway team's work focuses on carrying out Linked Learning outcomes that will move the Pathways to certification</p>	<p>LCFF \$38,868 Teacher Hourly Extra Comp ( 80 ) for 5 hours annually - LCFF 100%</p>	<p>07/01/2025 - 06/30/2026 Semester</p>	<p>Department administrators Department Chairs</p>	<p>Department aligned planning sheets and data analysis documents will be turned in to department administrator</p>

**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

**Parent and Community Involvement**

<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
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No supplemental budgeted items have been approved.

### School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$0
Title I Parent and Family Involvement (3008)	\$0

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology  Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$344,120

\* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

### **Midyear Adjustments**

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

### **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 and 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.

**Literacy Teachers**

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

**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 Children and Family Services

**Data Day**

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

**Technology**

One-time supplemental technology devices and support to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Alejandro Vega	06-11-2026
Staff	Classroom Teacher	Michael Gray	06-11-2026
Staff	Classroom Teacher	Danielle Sawyer	06-12-2027
Staff	Classroom Teacher	Romeo Lobedecis	06-12-2027
Staff	Classroom Teacher	Susan Watson	06-12-2027
Staff	Other School Personnel	Carla Galvez	06-11-2026
Community	Parent/Community Member	██████████ Celistan	06-12-2027
Community	Parent/Community Member	██████████ Roman	06-12-2027
Community	Parent/Community Member	██████████ Barbee	06-11-2026
Community	Student	P ██████████	06-12-2027
Community	Student	A ██████████	06-12-2027
Community	Student	N ██████████	06-12-2027

## 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)	████████ Romero
DELAC Representative	Parent of EL Student (required)	██████████ Tellez
Principal or Designee	Staff Member (required)	Alejandro Vega
Secretary	Parent of Non-EL Student (required)	████████ Nunez

Name	Representing
████████ Gamez	Parent of EL Student
████████ Barrera	Parent of EL Student
████████ Andrejol	Parent of EL Student
████████ Mata	Parent of EL Student
████████ Rosales	Parent of EL Student
████████ Quant	Parent of EL Student
████████ Nazario	Parent of EL Student
████████ Inquez	Parent of EL Student
████████ Allana	Parent of EL Student

<b>Name</b>	<b>Representing</b>
Berenice Ayala	Staff Member
Socorro Valdez	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?	12/03/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Parent are requesting more opportunities in the form of Field Trips and Parent Workshops
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/10/2025
6. What was SSC's response to ELAC recommendations?	SSC approved the recommendations from ELAC to SSC to create or develop parent workshops and field trips around cultural exposure for our EL families.



## 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 12/10/2025
2. SSC approved the **Home-School Compact** on 01/14/2026
3. SSC approved the **Parent Involvement Guidelines** on 01/14/2026
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 01/14/2026
6. The SPSA was approved at its meeting on 01/14/2026

LBUSD Board of Education Approval Date:

Signatures:

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

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

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

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

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

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

## Acronym and Terms

for School Site Councils and English Learner Advisory Committees

**AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.

**CAASPP California Assessment of Student Performance and Progress** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.

**Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.

**CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”

**CDE California Department of Education:** state agency responsible for overseeing “the state’s diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].

**CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].

**DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.

**DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL)

services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

**EL/ELL English Language Learner:** a student with a primary language other than English

**ELA English Language Arts:** basically reading and writing

**ELAC English Learner Advisory Committee:** In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

**ELOP Expanded Learning Opportunities Program:** California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

**ELPAC English Language Proficiency Assessments for California:** language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

**EONA Educational Opportunities for Native Americans:** program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

**ESSA Every Student Succeeds Act:** The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The.. law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

**FEP Fluent English Proficient:** a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve

those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

**FINSYS:** LBUSD's Financial System

**FPM Federal Program Monitoring:** School districts that receive funding for certain programs may be chosen for a review by the state. The review's purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

**FRSA Foundational Reading Skills Assessment:** district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

**IEP Individual Education Plan:** an individualized plan for students qualifying for Special Education Services

**LCAP Local Control Accountability Plan:** "The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs."

**LCFF Local Control Funding Formula:** "hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential." This model began in 2013-2014.

**LEA Local Educational Agency:** this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

**MTSS Multi-Tiered System of Support:** an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

**NGSS Next Generation Science Standards:** adopted by the State of CA in September 2014, these standards are created around a set of

performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

**PD Professional Development:** learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

**PTA Parent-Teacher Association** a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

**RTI Response to Intervention**(or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the classroom between the teacher and parents.

**SBAC Smarter Balanced Assessment System:** computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

**SEL Social-emotional learning:** “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>. ]

**SFP State & Federal Programs Office :** oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

**SPSA School Plan for Student Achievement** “A plan of action to improve student academic performance by coordinating all educational services and resources.”

**SPV Sankofa Parent Village** community of care and support for Parents and Caregivers of Black children

**SSC School Site Council:** the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be

composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

**SST Student Success Team:** a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student's progress and needs.

**TDRs Time Distribution Reports:** documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position's funding percentage.

**Title I** is a section of the ESEA (or ESSA) that "provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards."

**Title III** is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

**TOSA Teacher on Special Assignment** can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

*Subject to change and updates*

## **Acrónimo y términos**

para los consejos escolares y los comités asesores de estudiantes de inglés

**AM 1-4 Medidas de Responsabilidad 1 - 4:** componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

**CAASPP Evaluación de California del rendimiento y progreso estudiantil** : sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

**Fondos categóricos**: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

**CCSS - Estándares Estatales Básicos Comunes**: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente. "Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

**CDE Departamento de Educación de California**: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

**CIE - Plan de gastos de mejora continua**: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

**DCAC - Comité Asesor Comunitario del Distrito**: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

**DELAC - Comité Asesor de Estudiantes de Inglés del Distrito**: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos. para estudiantes de inglés.

**EL/ELL Estudiante del idioma inglés**: un estudiante con un idioma principal distinto del inglés.

**ELA Artes del lenguaje inglés:** básicamente lectura y escritura

**ELAC - Comité Asesor de Estudiantes de Inglés:** En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

**ELOP - Programa de Oportunidades de Aprendizaje Ampliadas:** Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

**ELPAC - Evaluaciones de dominio del idioma inglés para California:** evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

**EONA Oportunidades Educativas para Nativos Americanos:** programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

**ESSA - Cada Estudiante Triunfa:** La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

**FEP Competente en inglés con fluidez:** una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

**FINSYS:** Sistema financiero LBUSD

**FPM - Monitoreo del programa federal :** los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

**FRSA - Evaluación de habilidades de lectura fundamentales:** evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

**IEP - Plan de educación individual :** un plan individualizado para estudiantes que califican para servicios de educación especial

**LCAP - Plan de Responsabilidad de Control Local:** “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

**LCFF - Fórmula de financiación de control local:** “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

**LEA - Agencia educativa local:** este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

**MTSS - Sistema de apoyo de múltiples niveles:** un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

**NGSS - Estándares científicos de próxima generación:** adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un

continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

**PD - Desarrollo profesional:** actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

**PTA - Asociación de Padres y Maestros:** un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

**RTI - Respuesta a la intervención** (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

**SBAC - Sistema de evaluación Smarter Balanced:** pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

**SEL - Aprendizaje socioemocional:** “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>. ]

**SFP - Oficina de Programas Estatales y Federales:** supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

**SPSA - Plan Escolar para el Rendimiento Estudiantil:** “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

**SPV - Sankofa Parent Village:** comunidad de cuidado y apoyo para padres y cuidadores de niños negros

**SSC - Consejo Escolar:** el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean con los requisitos publicados por el Departamento de Educación de California.

**SST - Equipo de éxito estudiantil:** un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

**TDR - Informes de Distribución de Tiempo:** documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

**TOSA - Maestro en Asignación Especial:** puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

*Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.*

**School Plan for Student Achievement Addendum 2025-2026**

**Additional Targeted Support and Improvement (ATSI) ▾**

Polytechnic High School ▾

If TSI/ATSI, identify subgroups:

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

**Attestation:**

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

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

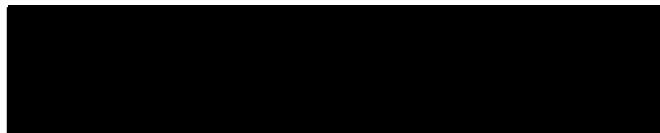
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

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

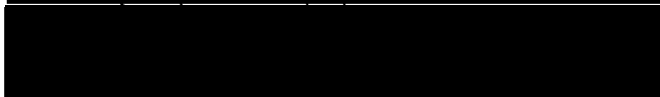
Date Approved by SSC

11/19/25

Signature of Principal



Signature of SSC Chair



## Resource Inequities

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

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

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

**Comments about Resource Inequities** (*optional*)

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

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

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

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

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

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

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

## Monitoring and Evaluating Effectiveness

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

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

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

**LONG BEACH**  
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**Plan Escolar para el Logro Estudiantil Anexo 2025-2026**

**Apoyo y Mejora Específica Adicional (ATSI) ▾**

Polytechnic 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 LBSD 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 11/19/25

Firma del director 

Firma del presidente del SSC 

## Inequidad de recursos

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

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

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

**Comentarios sobre la inequidad de recursos** (*opcional*)

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

### Apoyo para Escuelas Identificadas

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

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

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

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

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

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

### **Supervisión y evaluación de la eficacia**

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

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

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

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



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LONG BEACH POLYTECHNIC HIGH SCHOOL  
(L B Poly)  
PARENT/Guardian-TEACHER-STUDENT COMPACT  
2025 - 2026

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

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

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

**Core Beliefs:**

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

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

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

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

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

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

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

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

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



LONG BEACH POLYTECHNIC HIGH SCHOOL  
1600 ATLANTIC AVENUE LONG BEACH, CALIFORNIA 90813  
(562) 591-0581

Escuela Secundaria Long Beach Polytechnic  
(L B Poly)  
Compacto de Padre/Guardián-Maestro(a)-Estudiante  
2025 - 2026

El programa de la escuela secundaria Long Beach Polytechnic está diseñado para desarrollar el potencial de cada estudiante en los ámbitos intelectual, emocional y físico. Para lograrlo, la familia y la escuela deben estar dispuestas a reconocer y acordar las responsabilidades de cada parte en el proceso de aprendizaje.

**Misión:** *Apoyar el éxito personal e intelectual de cada estudiante, cada día.*

**Visión:** *Formar a cada estudiante para que sea un ciudadano responsable y productivo en un mundo diverso y competitivo.*

**Principios fundamentales:**

- 1. Padres/Tutores como colaboradores: Dado que las familias son los primeros educadores de los estudiantes, el personal colaborará con ellas para establecer relaciones de trabajo que beneficien a los alumnos.*
- 2. Altas expectativas: Se espera que todos los estudiantes se esfuercen al máximo en clases con un nivel de exigencia adecuado para prepararse para su futuro.*
- 3. Mejora continua: Los profesores, el personal y los estudiantes se comprometen a adquirir conocimientos y mejorar sus habilidades de forma continua.*
- 4. Seguridad: La seguridad de nuestros estudiantes y personal es de suma importancia para estudiantes, personal y familias.*
- 5. Tecnología: Todos los estudiantes se gradúan con habilidades informáticas y saben cómo usar la tecnología de forma ética y con un propósito definido.*
- 6. Educación integral: Todos los estudiantes participarán en programas educativos y tendrán acceso a deportes, artes y cursos de formación profesional, elementos importantes para una educación integral.*
- 7. Reducción de la brecha de rendimiento: Ayudar a todos los estudiantes a alcanzar su máximo potencial.*
- 8. Fomentar la autogestión: Comunicarse con los profesores, consultar la plataforma de gestión del aprendizaje en línea (por ejemplo, CANVAS) y asistir a todas las intervenciones ofrecidas.*

Como **ESTUDIANTE**, me comprometo a:

1. Cooperar con la comunidad escolar para construir un ambiente de respeto mutuo.
2. Asistir a todas las clases diariamente y a tiempo. Si un estudiante no puede asistir a clases presenciales, deberá consultar la plataforma de gestión del aprendizaje (LMS), es decir, CANVAS, para mantenerse al día con todas las tareas y avisos.
3. Completar todas las tareas escolares con integridad académica.
4. Respetar el derecho de los demás a aprender sin distracciones ni interrupciones,

siguiendo todas las normas y reglas de Poly HS y del aula.

5. Conocer y trabajar en pro de la Misión, la Visión y los Valores Fundamentales de LB Poly HS.

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

1. Participar activamente y revisar las tareas de mi hijo/a, seguir su progreso regularmente utilizando la plataforma de gestión del aprendizaje en línea (LMS), como CANVAS, ParentVue, y el sitio web de la escuela para consultar los comunicados, y asistir a los eventos para padres.
2. Asegurarme de que mi hijo/a reciba una alimentación y un descanso adecuados para que esté listo/a para aprender.
3. Hablar con mi hijo/a sobre sus actividades todos los días.
4. Cumplir y hacer cumplir la política de disciplina de Long Beach Poly HS.
5. Familiarizarme con la Misión, la Visión y los Valores Fundamentales de Long Beach Poly HS y trabajar para alcanzarlos.

Como **PROFESOR** de Poly High School, me comprometo a:

1. Impartir instrucción clara en las áreas temáticas determinadas por el Estado de California.
2. Hacer que el contenido sea accesible a través de diversas modalidades de aprendizaje y para diferentes personalidades.
3. Proporcionar un ambiente de aprendizaje seguro y agradable.
4. Implementar medidas de prevención e intervención en el aula para el éxito de los estudiantes.
5. Proporcionar evaluaciones claras del progreso y los logros de los estudiantes, con sugerencias de intervención, tanto a los estudiantes como a los padres/tutores.
6. Participar y apoyar los eventos escolares.
7. Apoyar los procedimientos y políticas de seguridad de la escuela.
8. Modelar un diálogo e interacción respetuosos.
9. Conocer y trabajar en función de la Misión, la Visión y los Valores Fundamentales de Poly High School.

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

1. Crear un ambiente acogedor para los estudiantes y sus padres/tutores, atendiendo sus necesidades de manera eficiente y cortés.
2. Garantizar un entorno de aprendizaje seguro, limpio y ordenado.
3. Fortalecer la colaboración entre estudiantes, profesores y personal.
4. Actuar como líderes pedagógicos, apoyando a los profesores en sus aulas.
5. Proporcionar capacitación y formación continua adecuadas para profesores y padres/tutores.
6. Brindar las intervenciones necesarias para los estudiantes.
7. Conocer y trabajar en consonancia con la misión, la visión y los valores fundamentales de Poly High School.



# Polytechnic High School Parent Involvement Guidelines

2025-2026

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

## PART I

Poly High School agrees to implement the following requirements:

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

## PART II.

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

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

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

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

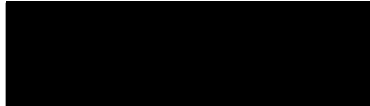
### PART III

#### **SHARED RESPONSIBILITIES FOR HIGH SCHOOL STUDENT ACADEMIC ACHIEVEMENT**

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

**PART IV.**  
**ADOPTION**

This Poly High School Parental/Guardian Involvement Guidelines has been developed jointly with and adopted by School Site Council members on 1/14/2026 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents/guardians by placement on the Poly High School website and digital copies will be emailed to stakeholders via Synergy email.



Signature of Principal

1/20/26

Date



# Polytechnic High School

## Directrices Para La Participación De Los Padres.

2025-2026

La escuela secundaria Poly High School ha desarrollado, en colaboración con los miembros del Consejo Escolar, unas directrices sobre la participación de los padres/tutores en la escuela, las cuales han sido distribuidas a los interesados. Estas directrices establecen las expectativas de la escuela secundaria Poly High School en cuanto a la participación de los padres/tutores y describen cómo la escuela implementará una serie de actividades específicas para fomentar dicha participación. El acuerdo entre el hogar y la escuela es componente de las directrices para la participación de los padres/tutores.

### PARTE I

La escuela secundaria Poly High School acepta implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres unas directrices de participación para padre/tutores, que se distribuyen a los padres/tutores de los niños participantes.
- Se informará a los padres sobre las directrices de participación de padres/tutores en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, se les distribuyen estas directrices en un idioma que puedan entender.
- Poner a disposición de la comunidad local las directrices de participación de padres/tutores en la escuela.
- Actualizar periódicamente las directrices de participación de padres/tutores de la escuela para adaptarlas a las necesidades cambiantes de los padres/tutores y de la escuela. El Consejo del Sitio Escolar (SSC) debe aprobar estas directrices anualmente.
- Adoptar el acuerdo entre la escuela y las familias como parte de las directrices de participación de padres/tutores de la escuela. El Consejo del Sitio Escolar debe aprobar dicho acuerdo anualmente.
- Acepta regirse por la siguiente definición legal de participación parental y llevará a cabo más programas, actividades y procedimientos de acuerdo con dicha definición.

### PARTE II.

#### **DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES DE LAS DIRECTRICES REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES/TUTORES EN LA ESCUELA.**

1. La escuela secundaria Poly high School llevará a cabo las siguientes acciones para involucrar a los padres/tutores en la elaboración y aprobación conjunta de sus Directrices de Participación de Padres/Tutores y de su plan escolar integral. La escuela actualizará periódicamente sus Directrices de Participación de padres/tutores para satisfacer las necesidades cambiantes de los padres y de la escuela:
  - Asistencia a una de las capacitaciones en el distrito escolar:

- i. Responsabilidades y funciones Del Consejo del Sitio Escolar (SSC) y sus miembros
  - ii. Composicion de SSC
  - iii. Consideraciones presupuestarias
  - iv. Plan único para logro estudiantil
- Planificar una reunión con los padres de SSC y ELAC (en un horario conveniente) para revisar los datos de evaluación, el Plan Único para el Logro Estudiantil y las Directrices de Participación de los padres del año anterior
    - i. Invitar a otros padres y personas interesadas a asistir a la reunion
    - ii. Anunciar en la noche de regreso a clases.
    - iii. Utilicen School Messenger ( sistema de comunicación del distrito) y el sitio web de la escuela secundaria Poly HS para anunciar las fechas y los lugares de las reuniones.
    - iv. Sistema Del Aprendizaje actual LMS, CANVAS.
    - v. Sitios web de redes sociales como Instagram y Twitter
  - En la reunion
    - i. Revisen el Plan Escolar, las Directrices para la participación de padres/tutores y el Acuerdo entre la escuela y el hogar. En grupo,realicen los cambios necesarios (eliminaciones o adiciones)
    - ii. Consejo Del Sitio Escolar(SSC) deben votar para aprobar la participación de los padres/tutores Directrices y acuerdo de colaboración entre la escuela y la familia. Esta votación debe constar en las actas de la reunión .
    - iii. Se ofrecen servicios de traducción oral y escrita para padres que hablan español y khmer (Cuando sea posible).
2. La escuela secundaria Poly high School llevará a cabo las siguientes acciones para destruir a los padres de los alumnos participantes y a la comunidad local las Directrices de participación de padres/tutores de la escuela:
- Reuniones de SSC y ELAC
  - Mostrador de la oficina de asesoramiento
  - Noche de regreso a clases
  - Sitio web de la escuela
3. Poly High School proporcionará información sobre los programas a los padres de los niños participantes de manera oportuna:
- En el mostrador de la oficina de Asesoramiento
  - En reuniones de SSC, ELAC y otras reuniones de padres (PTSA)
  - En la noche de regreso a clases
  - Sitio web de la escuela
  - Aplicación de Mensajero Escolar
  - Sistema del aprendizaje actual LMS ie. CANVAS
  - Sitios web de redes sociales como Instagram y Twitter
4. Poly High School proporcionará a los padres/tutores de los estudiantes matriculados en Poly una descripcion y explicacion del plan de estudios que se utiliza en la escuela, las formas de evaluación académicas empleadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los alumnos:

- Noche de regreso a clases, orientación para padres/tutores de alumnos de noveno grado, talleres sobre los requisitos A-G
- Reuniones de padres para los programas Pathway
- Noche de información sobre becas
- Reuniones entre padres/tutores y profesores

5. Si se solicita, la escuela secundaria Poly High School brindara a los padres/tutores de los niños participantes la oportunidad de celebrar reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
- Reuniones entre padres y profesores, llamadas telefónicas, correo electrónico, plataforma de aprendizaje LMS ie. CANVAS

### PARTE III

#### **RESPONSABILIDAD COMPARTIDAS PARA EL RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES DE SECUNDARIA**

1. Poly High School fomentará la participación activa de los padres/tutores con el fin de garantizar una colaboración eficaz entre padres/tutores y la escuela, y para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen a continuación:
  - Reuniones entre padres/tutores y profesores
  - se ofrecen capacitaciones a nivel de distrito para padres y personal
  - Los calendarios mensuales de talleres para padres/tutores se publican en el sitio web del distrito escolar
  - Reuniones de DCAC y ELAC
  - Recursos del sitio web del distrito: haga clic en “P” para acceder a la sección de Participación de padres/tutores
  - Se brinda apoyo a través de reuniones con los padres/tutores de los alumnos.
  - Plataforma de aprendizaje actual LMS ie. CANVAS
2. Poly High School incorporara el Pacto entre el Hogar y la Escuela como parte de sus Directrices para la participación de padres/tutores en la escuela:
  - Describe la responsabilidad compartida de hogar, la escuela y el estudiante en el rendimiento académico
  - Desarrollado/revisado en las primeras reuniones de SSC y ELAC
  - El Consejo de sitio escolar debe votar para aprobar el acuerdo
  - Sitio web de la escuela/ Oficina de asesoramiento
3. Poly High School brindará asistencia a los padres para que comprendan mejor:
  - los estándares de contenido académico de Estado
  - las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
4. Poly High School con la ayuda del distrito escolar y los padres/tutores, capacitara a sus profesores y demás personal sobre cómo contactar, comunicarse y trabajar con los padres como socios iguales, y como fortalecer los lazos entre los padres/tutores y la escuela:
  - Desarrollo profesional para profesores/personal

5. En la medida de lo posible y apropiado, la Escuela Preparatoria Poly High School tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres/tutores se envíe a los padres/tutores de los alumnos participantes en un formato comprensible y uniforme, incluyendo formatos alternativos previa solicitud, y, en la medida de lo posible, en un idioma que los padres puedan entender:
- Publicación en el sitio web de la escuela
  - proporcionar la formación en alfabetización necesaria a los padres/tutores con cargo a los fondos del CFF, siempre que el distrito escolar haya agotado todas las demás fuentes de financiación razonablemente disponibles para dicha formación
  - cubrir los gastos razonables y necesarios asociados con las actividades de participación de los padres/tutores, incluidos los costos de transporte y cuidado de los niños, para que los padres puedan participar en las reuniones y sesiones de capacitación relacionadas con la escuela
  - Capacitar a los padres/tutores para mejorar la participación de otros padres/tutores;
  - adoptar e implementar enfoques modelo para mejorar la participación de los padres/tutores;
  - proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres/tutores.

\* \* \* \* \*

**PARTE IV.**  
**ADOPCION**

Estas Directrices de Participación de Padres/Tutores de Poly High School han sido elaboradas conjuntamente y adoptadas por los miembros del Consejo de Sitio Escolar el 24 de enero de 2026 y estarán vigentes durante un año. La escuela distribuye las Directrices a todos los padres/tutores publicándose en el sitio web de la escuela Poly High School y enviando copias digitales por correo electrónico a las pers interesadas a través de Synergy



Firma del director

1/20/26  
Fecha