

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Los Cerritos Elementary**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

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

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

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

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

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

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

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**DCAC Recommendations:**

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

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

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

**DELAC Recommendations:**

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

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

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

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

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

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

**Title I Schools**

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

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

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

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

Our findings show that the 2023-2024 goals were partially or not met. Our 2023-2024 goals for ELA included...

- Los Cerritos students will achieve one year of academic growth and development.

- Students achieving below grade level will demonstrate greater than one year of growth on FRSA, iReady Diagnostic, and SBAC annual results.

The highest reading performance was in 4th and 5th grade where 71% of 4th graders and 70% of 5th graders met or exceeded the standards on reading SBAC. Grades K-3 students had the highest percentage of students who met or exceeded the reading goals on the end-of-year iReady assessment.

English language learners show the most growth in the area of writing based on ELPAC results.

2023-2024 Results:

FRSA grades K-2, 76% were on track for all skills

Common Reading Assessment met or exceeded the standards percentages: 2nd Grade: 68% 3rd Grade: 43% 4th Grade: 52% 5th Grade: 70%

SBAC ELA overall % met or exceeded was 63%

SBAC by grade level: 3rd Grade: 60% 4th Grade: 71% 5th Grade: 58%

iReady Reading met or exceeded: K: 76%, 1st: 75%, 2nd: 77%, 3rd: 72%, 4th: 64%, 5th: 53%

EL students made the most growth in writing on the ELPAC: 3 students made +1.4-+2.0 levels of growth, 7 students made + 0.8 - +1.4 levels of growth while 5 students made -0.4 to -0.2 levels of growth and 1 student regressed -1 to -0.4 levels.

Considering overall ELL growth: this year, 3 students were reclassified as English Language Proficient!

## ELA Goals

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in ELA.

Increase student achievement in FRSA (23-24 school year 76% overall) to 86% in K-Grade 2.

Increase met/exceeded in ELA (63% to at least 73%) as measured by the end of year SBAC for Grades 3-5.

Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teacher to support Tier 1 implementation and targeted intervention for EL students as well as students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing.

ELA: By June 2025, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

To meet this goal:

- Literacy Teacher working with students that are one to two grade levels below.
- Implementation of iReady lessons tailored to the needs of each student.
- Continuing with workshop

Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.



2024 - 2025 Goals Students (including ELLs) need to show more improvement on end-of-year reading assessments.

\* By June 2025, students will achieve at least one year of academic growth as measured by the reading iReady.

\* By June 2025, students achieving below grade level will demonstrate greater than one year growth as measured by the reading iReady.

\* By June 2025, we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2.

\* By June 2025, there will be an increase met/exceeded in SBAC ELA (63% to at least 73%)

To meet these goals: -Literacy Teacher working with students that are one to two grade levels below. -Implementation of iReady lessons tailored to the needs of each student. -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough, Goal Conferences, & Edulastic Assessments.

Grades 3-5 Action Plan: \* Students will be Literate because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction. \* LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in ongoing purposeful lesson planning, delivery, and reflection for the next instructional steps to increase student achievement. \* During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. \* Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards-based resources to meet students diverse learning needs

Progress monitoring will include informal observations and note taking, exit tickets, quizzes, unit assessments, iReady reading, district writing task assessments, group work, and performance tasks. End-of-year reading iReady, SBAC results, and ELPAC data will indicate where we landed in achieving our goals.

#### 2024 - 2025 Goals

- \* By June, 2025, students will achieve at least one year of academic growth as measured by iReady.
- \* By June, 2025, students achieving below grade level will demonstrate greater than one year growth as measured by iReady.
- \* By June, 2025, we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2.
- \* By June, 2025, there will be an increase met/exceeded in SBAC ELA (63% to at least 73%)

#### Grades 3-5 Action Plan:

- \* Students will be Literate & Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction.
- \* LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement.
- \* During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning.
- \* Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs

#### Monitoring Progress & Evidence

TK-Grade 2: Teachers will plan and deliver daily, 30-minute explicit and systematic foundational skills lessons

#### TK-Grade 5

- \* Teachers will use formative assessment to plan and deliver skill-based small group instruction
- \* Teachers will use formative assessment to plan daily opportunities for students to practice skills collaboratively and independently
- \* Teachers will plan and implement content rich curricular units of instruction to build knowledge, vocabulary and language

## Comprehensive Needs Assessment: Mathematics

## Math Findings

The conclusions that can be drawn by looking at the math data include:

- 5th grade had the lowest performance with 44 iReady - 45% SBAC meeting or exceeding test standards. However, Los Cerritos fifth-graders exceeded the district achievement by 7% on math SBAC.
- 4th grade had a high level of performance with 67% iReady and 71% SBAC who met or exceeded the test standards. This is 25% higher than district 4th graders on the SBAC.
- 3rd-grade students had an impressive percentage of students who met or exceeded the standards on math SBAC at 77%.
- 1st-3rd grade students scored 56, 53, & 55 % who met/exceeded math iReady standards. This is an area for growth.

SBAC Math met/exceeded 62%  
Overall School Math iReady Growth 55% were on or above grade level (down from the year before by 12%)  
Math iReady met/exceeded by grade level:  
1st grade: 56%  
2nd grade: 53%  
3rd grade: 55%  
4th grade: 67%  
5th grade: 44%

SBAC Math met/exceeded 62%  
Grades 3-5 SBAC Math met/exceeded 62%  
Grade 3: 77% met or exceeded  
Grade 4: 71% met or exceeded  
Grade 5: 45% met or exceeded

## Math Goals

Considering the needs of students at Los Cerritos, especially in grades 1-3 (iReady) and 5 (iReady & SBAC), our goals include:

### 2024- 2025 Goals

- \* By June 2025, students will achieve at least one year of academic growth as measured by iReady Math.
- \* By June 2025, students achieving below grade level will demonstrate greater than one-year growth as measured by iReady Math
- \* By June 2025, we will increase met/exceeded in SBAC Math (from 62% to 67%) Grades 3-5.
- \* 37% Grades 4-5 students who were Not Met or Nearly Met on the prior year's SBAC Math will meet their accelerated growth target in June 2025, up from 27% in June 2024.
- and Math (from 62% to 72%) as measured by the end of year SBAC for Grades 3-5.

### Action Plan:

- \* Students will be Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction.
- \* LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement.
- \* During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning.
- \* Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K--5: Math 5E Lesson Format), district adopted technology resources, before using other content standards-based resources to meet students' diverse learning needs, use of math manipulatives for drawing/building models, and explaining thinking using words, numbers, and pictures

### Monitoring Progress & Evidence

- \* TK-Grade 2: Teachers will plan and deliver daily math lessons using LBUSD unit guides and resources.
- \* Grade 2 - Grade 5: Teachers will apply Components of Planning for Equitable Instruction using guiding questions within an Elementary Math (5E) lesson using LBUSD District adopted materials and curriculum guides.
- \* We will understand our success through exit tickets, performance tasks, common unit assessments, end-of-year math iReady results for grades 1-5, and SBAC test results for grades 3-5

In addition to the above needs, goals, action plan, and monitoring progress, teachers will utilize our site math TOSA whose knowledge in effective planning and teaching practices is an asset. Our math TOSA works with the school community to understand that math is everywhere. Teachers can access weekly classroom visits to support teacher practices and content. Teachers also have access to the math TOSA's help during team planning and before/after school planning time.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

#### EL Analysis:

Test results show students who are reclassified to Fluent English Proficient scored well on end-of-year assessments. Most of our EL students are making overall progress on the ELPAC with several falling backward on their performance. As shown by the Math and ELA iReady assessments, 46% of EL students are on or above grade level while about half are one or more grade levels below.

ELL Test Results:  
7 ELL students in Grades 3-5  
SBAC ELA  
Grades 3-5: Met + Exceeded results:  
ELL 20% 2 students  
RFEP 100% 10 students

SBAC Math, Grades 3-5 Met + Exceeded results:  
ELL 40%, 4 students  
RFEP 60% 6 students

3 ELL Students in K-2 According to FRSA, Grades K-2 overall Met results: ELL 100%

ELL Data  
5/24=21% RFEP and 0% LTELS

iReady Math (on or above grade level 46%, one grade level below 50%, two or more grade levels below 4%)  
iReady ELA (on or above grade level 46%, one grade level below 42%, two or more grade levels below 12%)

ELPAC:  
For overall ELPAC growth, 9 students made growth overall from +0.4-2.0 levels, 6 students demonstrated achievement from -0.4 to +0.4 levels, and 1 student regressed by scoring -2.0 to -1.2 levels on the ELPAC assessment

## English Learner Goals

By June 2025, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

To meet this goal: -Teachers with RFE students will continue to progress monitor those students to ensure that they are continuing to achieve.

Teachers will utilize the Ellevation platform to implement provided lessons during workshop.

Literacy Teacher working with all teachers in the implementation of Tier 1 support as well as vocabulary practice.

Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: Reclassification Rate EL Student Achievement Data (Math/ELA) Patterns/Trends from Walkthrough Notes/Agendas QCI, (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.

Data shows a need for almost half of our EL students to make greater strides in math and ELA and our goals are as follows:  
Goal: Increase the ELPAC Summative overall Well Developed + Moderately Developed: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.

Action:  
With only 19 students designated as English language learners, we will continue to ensure that all students receive the language and academic support to make progress in language proficiency and academics. Teachers will use ELlevation Dashboard and platform to access resources designed to support all learners, especially English language learners.

#### Progress Monitoring

- \* Teachers will use ELlevation Dashboard and platform to access and monitor students' current levels.
- \* Continued data analysis embedded throughout the school year
- \* Individual teacher goals set during 1:1 principal data meetings to monitor ELL students and their academic growth
- \* Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps
- \* Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments

We expect an increase of 10% in the somewhat and well developed stage specifically in the reading and writing ELPAC testing. Progress monitor ELL student levels, provide differentiated instruction, sentence starters and strategies for our ELL to cement the academic vocabulary within their everyday conversations.

Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom.

Students will also be provided with after school tutoring focused on developing identified skills in math and ELA. Teachers will utilize Ellevation platform to support our ELL based on their level.

## **Comprehensive Needs Assessment: Culture/Climate Domain**



## Culture/Climate Findings

Data from the CORE survey shows Los Cerritos stayed the same or increased in all areas including: relationship skills (80%), social awareness (80%, up 6%), growth mindset (79%, up 2 %), responsible decision making (79%, up 4%), self-management (79%, up 5%), self-efficacy (65%, up 4%), and self-awareness (62%). Regarding students feelings of safety on campus, overall, the school percentage was 72% overall, with African American students having the lowest percentage compared to other sub-groups. Under the category of Climate of Support for Academic Learning, LC scored 83% overall.

Areas where the school's numbers went down are in Identity (87%, down 1%) and Agency (84%, down 3%) with African American students scoring lower in the category of identity.

Attendance Data:

Total School Attendance: 2023-2024 95.75%

Tardies for the year: 1,515 = 2% of the school

740 total tardies (22-23 year) to 2,292 (23-24 year) Tardies increased

From the data we can celebrate growth in many areas based on the CORE survey. The highest areas for our school include relationship skills and social awareness at 80%. The lowest areas include self-awareness and self-efficacy at 62-65%. Attendance is above 95%, but tardies increased from the year before. There is a concern that African American students have the lowest rate of feeling safe on campus. There is a positive climate for academic support at Los Cerritos.

## Culture/Climate Goals

2024 - 2025 Goals

An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey.

Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Harmony program so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity.

Survey Data used to create Advisory Groups

Los Cerritos will continue to monitor CORE data and determine advisory group support. Los Cerritos will monitor student attendance and check in more frequently with students whose attendance drops or is low, including students of two or more races and who had low attendance last year.

Based on the data, there's a need for African Americans to score as high or higher than other subgroups, and the goals set are as follows:  
 By June 2025, an increase of 3% in Spring 2025 compared to Spring 2024 in the area of Safety as measured by the CORE survey.  
 Black/African American students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

2024 - 2025 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Harmony program so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups Los Cerritos will continue to monitor CORE data and determine advisory group support.

The action plan includes teachers providing culturally relevant curriculum that meets all students' needs. Teachers provide warm and welcoming environments that allow for student voice and choice. The school continues to use Harmony SEL practices. A team has attended and will attend more workshops related to Restorative Justice for students to know one another better and have visibility and accountability within the community. The library has purchased and provides new non-fiction materials where students can see themselves in books.

Progress monitoring will include attendance and tardy monitoring. Students will be given awards and incentives for improved and excellent attendance. We will also understand our progress based on the CORE and Pulse surveys.

### 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) Los Cerritos students will achieve one year of academic	Goal Partially or Not Met	FRSA 23-24 76% overall on track all skills	We will continue previous strategies: Progress monitor based on district assessments,

growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math.

Increase student achievement in FRSA (22-23 school year -88% overall) to 93% in K-Grade 2.

Increase met/exceeded in ELA (73% to at least 79%) and Math (from 60% to 65%) as measured by the end of year SBAC for Grades 3-5.

Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teachers to support Tier 1 implementation and targeted intervention for EL students as well as students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers

ELA iReady Growth 69%  
SBAC ELA met/exceeded 63%

review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teachers to support Tier 1 implementation and targeted intervention for EL students as well as students identified as below-grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students who are identified as below-level readers during small group instruction. Teachers will help students build academic vocabulary, listening, speaking, reading, and writing. Students will also be provided with after-school tutoring focused on developing oral language skills to improve their writing.

during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing.

ELA: By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Literacy Teacher working with students that are one to two grade levels below. - Implementation of iReady lessons tailored to the needs of each student. -Tutoring for 3-5th graders from an outside agency. - Continuing with workshop  
Progress Monitoring:  
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

	Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.			
Math	<p>1) Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math.</p> <p>Increase met/exceeded in Math (60% to at least 79%) as measured by the end of year SBAC for Grades 3-5. Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math. Math TOSA will provide Tier 1 support with grades 3-5 teachers.</p>	Goal Partially or Not Met	<p>Overall School Math iReady Growth 55% were on or above grade level (down from the year before by 12%) Math iReady met/exceeded by grade level:</p> <p>1st grade: 56%  2nd grade: 53%  3rd grade: 55%  4th grade: 67%  5th grade: 44%</p> <p>Grades 3-5 SBAC Math met/exceeded 62%  Grade 3: 77% met or exceeded  Grade 4: 71% met or exceeded  Grade 5: 45% met or exceeded</p>	<p>We will continue with previous effective strategies including:  Implementation of iReady lessons tailored to the needs of each student, after-school tutoring, and workshop.  Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI , (Pre) Whole School Walkthrough &amp; Goal Conferences Edulastic Assessments.</p>

By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic.

To meet this goal:

Implementation of iReady lessons tailored to the needs of each student.  
After school tutoring  
Continuing with workshop

Progress Monitoring:  
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.  
Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI , (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.

<p>English Learner</p>	<p>1) We expect an increase of 10% in the somewhat and well developed stage specifically in the reading and writing ELPAC testing. Progress monitor ELL student levels, provide differentiated instruction, sentence starters and strategies for our ELL to cement the academic vocabulary within their everyday conversations.</p> <p>Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom.</p> <p>Students will also be provided with after school tutoring focused on developing identified skills in math and ELA. Teachers will utilize Ellevation platform to support our ELL based on their level.</p> <p>By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one</p>	<p>Goal Partially or Not Met</p>	<p>ELL Data 5/24=21% RFEP and 0% LTELS</p> <p>iReady Math (on or above grade level 46%, one grade level below 50%, two or more grade levels below 4%)</p> <p>iReady ELA (on or above grade level 46%, one grade level below 42%, two or more grade levels below 12%)</p> <p>MATH SBAC 60% of RFEP students met/exceeded 19% of ELL students met/exceeded</p> <p>ELA SBAC 100% of RFEP students met/exceeded 20% of ELLs met/exceeded</p>	<p>We will continue with effective strategies including: Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after-school tutoring focused on developing identified skills in math and ELA. Teachers will utilize the Ellevation platform to support our ELL based on their level. Teachers will monitor students who have been RFEPed.</p>
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year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

To meet this goal: -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve.

Teachers will utilize the Ellevation platform to implement provided lessons during workshop. Literacy Teacher working with all teachers in the implementation of Tier 1 support as well as vocabulary practice.

Progress Monitoring:  
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.  
Planned Data to Collect:  
Reclassification Rate EL Student Achievement Data (Math/ELA)  
Patterns/Trends from Walkthrough Notes/Agendas  
QCI, (Pre) Whole School Walkthrough & Goal Conferences  
Edulastic Assessments



Culture/Climate	<p>1) Social Emotional Learning goal(s):</p> <p>Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning.</p> <p>Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%.</p> <p>Improve attendance and decrease tardies (maintain 97% attendance rate) through incentives.</p>	Goal Partially or Not Met	<p>Self-Management increase of 5%</p> <p>Self-Efficacy increase of 4%</p> <p>Attendance: 95.75%</p> <p>Tardies for the year: 1,515 = 2% of the school</p> <p>740 total tardies (22-23 year) to 2,292 (23-24 year) Tardies increased</p>	<p>We will continue with attendance incentives including monthly perfect attendance rewards and recognition at assemblies. We will provide daily check-ins for students who would benefit from positive support and we will celebrate improved attendance with students.</p> <p>Modifications:</p> <p>The counselor will work with teachers to implement the teaching of Harmony SEL units. The site facilitator will continue the Harmony work from last year by visiting classrooms to support teachers with Meet Ups and Buddy Ups. The counselor and site facilitator will work with individual families to address consistent tardy issues, including students of two or more races, who demonstrated low attendance last year.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. psychologist will primarily provide direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. He/she will also provide support and professional development for all staff regarding tier 1 interventions. Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to improve civility, self awareness and self efficacy. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance support for interventions and next steps for students. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

3 college aides to support Tk-Grade 5 in the area of academic readiness and foundational skills and mathematics using Title 1 funds. To reinforce the classroom teacher's instruction, decrease the student to adult ratio for our youngest students, and support social emotional and academic interventions. The college aides will work with our Literacy Specialist with identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in their area of need. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school. (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Each grade level will have 2 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Substitute teacher full day ( 16 ) for 2 days (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flexible seating, tables, knee boards, gardening tools, and other materials. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Supplemental materials are needed to support student instruction and learning. Supplies, new technology and equipment to include but not limited to: new headphones, laptops, adapters, outdoor supplemental materials, document cameras, projectors, etc. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Additional support for field trips to provide students with experiences and develop connections between content and their community. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

### Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in</li> </ul>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials  McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

Common Core aligned classroom instruction processes.

- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

## Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

<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>
Students needing additional support with FRSA, target reading comprehension, fluency, vocabulary development, and have not met the Math or reading standards. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 30, Core Curriculum 30	Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data. Teachers will support at-promise students in developing reading skills to increase comprehension skills, fluency, decoding, and vocabulary development to increase proficiency on district formative and summative assessments.	Identified At-Risk Students, Other Targeted Students	Title 1 \$20,369 Teacher Hourly P Schedule ( 6 ) for 40 hours annually - Title 1 100%	11/18/2024 - 06/13/2025 Weekly	Teachers	Principal, IIC, TOSA SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 30, Core Curriculum 30

CORE Survey Data and Pulse Survey Data Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30, SEL Survey 30	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.	All Students	LCFF Rec \$63,090 Hourly - Recreation Aide ( 5 ) for 465 hours annually - LCFF Rec 100% Hourly - Recreation Leader ( 1 ) for 465 hours annually - LCFF Rec 100%	08/27/2024 - 06/12/2025 Daily	Principal and Office Supervisor	CORE Survey Results PULSE Survey Results Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30, SEL Survey 30
Increase support for students who are in need of social, emotional, behavioral, academic support. As well provide identified students necessary support in social, emotional, behavioral, academic areas with systems and structures that ensure overall success. Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 30	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. psychologist will primarily provide direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. He/she will also provide support and professional	African-American, Identified At-Risk Students, Hispanic, Other Targeted Students, Targeted Parents	Title 1 \$37,035 Psychologist .2 FTE - Title 1 100%	08/27/2024 - 06/12/2025 Weekly	Psychologist	The counselor and principal will monitor. Student/parent survey, referrals to SBMH, and other support agencies, attendance rates, scheduled meetings with principal and SSC/ELAC. Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 30

<p>development for all staff regarding tier 1 interventions. Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to improve civility, self awareness and self efficacy. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance support for interventions and next steps for students.</p>					
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<p>Students in need of acceleration in their learning and maximize instructional experience by increasing adult and student ration. The aides will provide small group instruction and on-on-one reinforcement learning opportunities. Aides will also support EL students to be successful in ELA and math. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, Elementary Reading - Benchmarks 20, Elementary Math - Math Facts 20</p>	<p>2 college aides to support Tk-Grade 5 in the area of academic readiness and foundational skills and mathematics using Title 1 funds. To reinforce the classroom teacher's instruction, decrease the student to adult ratio for our youngest students, and support social emotional and academic interventions. The college aides will work with our Literacy Specialist with identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in their area of need.</p>	<p>African-American, English Learners, Foster, Homeless, Low SES, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF \$13,577 Title 1 \$4,056 College Student Aide ( 2 ) for 426 hours annually - LCFF 77%; Title 1 23%</p>	<p>08/27/2024 - 06/12/2025 Daily</p>	<p>Principal, Counselor, Classroom teacher, and IIC</p>	<p>Pre Data Collected during the beginning of the year. Post data collection at end of Trimester/Semester depending on ELA and/or Math. Data analysis template around FRSA and District assessments. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, Elementary Reading - Benchmarks 20, Elementary Math - Math Facts 20</p>
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<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
Preschool orientation for families.	Classroom visits to fifth-grade classrooms by the counselor team to discuss middle school transition and the school choice process with deadlines. We will advertise the middle school of choice fair and keep families knowledgeable about the timeline. A question/answer workshop will be provided by the site facilitator in conjunction with the fifth-grade teachers.	

**Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
Los Cerritos emphasis on creating a learning environment that engages students in interactive learning experiences that support science. Culture-Climate Survey (Student-Staff)  50, Core Curriculum 50	Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flexible seating, tables, knee boards, gardening tools, and other materials.	Title 1 \$15,000 Services - Title 1 100%	08/27/2024 - 06/13/2025 Monthly	Garden Team Principal	Principal Facilities
Providing students an opportunity to make connections to content and their community. Culture-Climate Survey (Student-Staff)  50, Core Curriculum 50	Additional support for field trips to provide students with experiences and develop connections between content and their community.	Title 1 \$12,374 Services - Title 1 100%	08/27/2024 - 06/13/2025 Annually	Teachers Principal	Principal Teachers

### 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>Teachers need professional development with differentiation in order to support the needs of all students within ELA with a SEL lens, which increases the efficacy in increasing student SEL and achievement.</p> <p>Elementary Reading - FRSA 30, EL Reclassification 30, Attendance/Chronic Absenteeism Rate 10, Core Curriculum 30</p>	<p>Each grade level will have 3 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math units. TK-2 Teachers will spend time focusing on phonics of instruction and 3-5 will dedicate time to unpack the SBAC assessments. Teachers will analyze student data and collaborate as a student success team the most</p>	<p>Title 1 \$13,801 Substitute teacher full day ( 17 ) for 3 days - Title 1 100%</p>	<p>09/27/2024 - 06/13/2025 Quarterly</p>	<p>Principal IIC Math TOSA Classroom teachers</p>	<p>Principal supervision of instruction, student work and formative assessment SBAC ELA SBAC MATH iReady SEL Survey</p>

appropriate interventions. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Substitute teacher full day ( 17 ) for 3 days				
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**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<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>
Ensuring all families and stakeholders have clear communication of important information, resources, flyers accessible in any preferred language spoken at home to support continuous clear communication with families. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 30	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.	Par Inv \$179 Services - Par Inv 100%	08/27/2024 - 06/13/2025 Weekly	Principal Counselor	Principal Office Supervisor

### 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)	105987
Title I Parent and Family Involvement (3008)	1876

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

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

State Programs *	Allocation
LCFF	26180

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

Midyear Adjustments:

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



### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

**Parent Involvement** (additional funds beyond the required 1%)

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

### **Homeless Education**

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

### **Research/TISB LROIX Development**

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

### **Program Administration and Personnel to provide leadership:**

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

### **Centralized Services**

#### **Family Resource Centers**

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

**Youth Orchestra**

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

**Assistance to Schools****Counselors**

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

**Facilitators**

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

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**CORE**

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

**APEX Online**

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

**Foster Youth Transportation**

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

**Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Liseeth Ramos	
Staff	Classroom Teacher	Kimberlee Boggs	06-12-2026
Staff	Classroom Teacher	Katherine Williford	06-12-2026
Staff	Classroom Teacher	Kelly Serviss	06-12-2026
Staff	Other School Personnel	Debra Barnaby	06-12-2026
Community	Parent/Community Member	████████ Goodman	06-12-2026
Community	Parent/Community Member	████████ Akkad	06-12-2026
Community	Parent/Community Member	████████ Strawder	06-12-2026
Community	Parent/Community Member	████████ Marra	06-12-2026
Community	Parent/Community Member	████████ Barr	06-12-2026

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Rawashdeh
DELAC Representative	Parent of EL Student (required)	██████ Coro
Principal or Designee	Staff Member (required)	Liseeth Ramos
Secretary	Staff Member (required)	

Name	Representing

## 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.

ELAC is not required because there are less than 21 English Learner students enrolled.



## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 09/25/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2024, 09/19/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/16/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

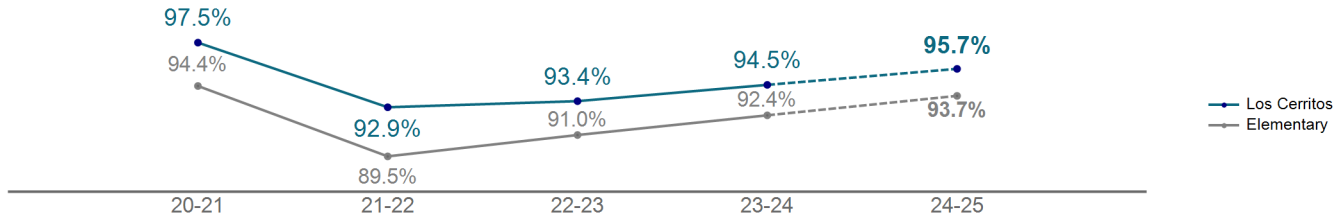
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

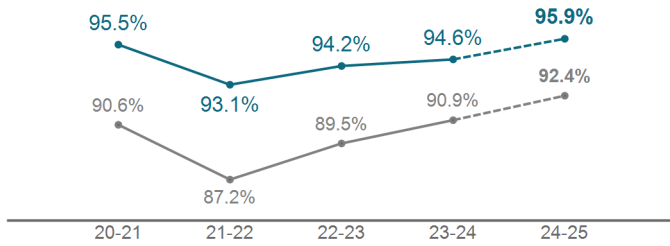
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

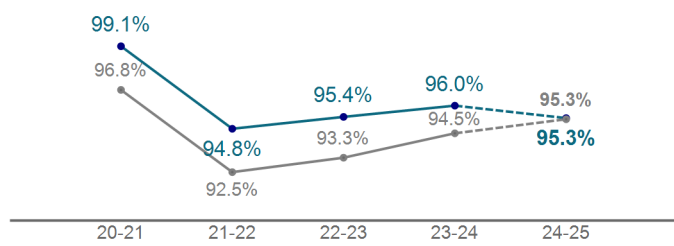
Los Cerritos  
All Students  
N = 461



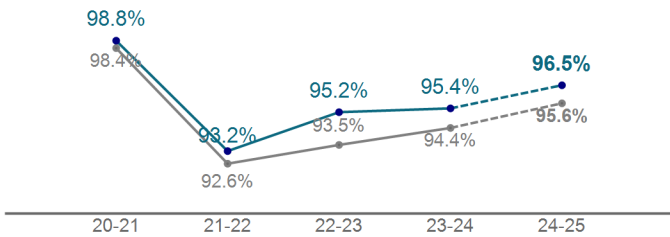
African American  
N = 65



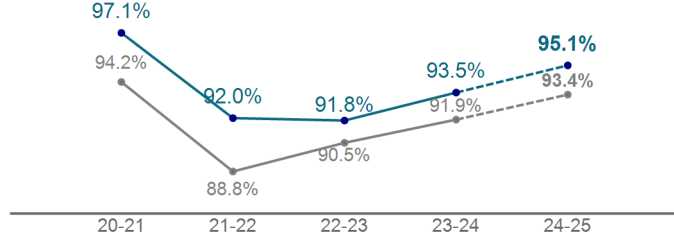
Asian  
N = 41



Filipino  
N = 31



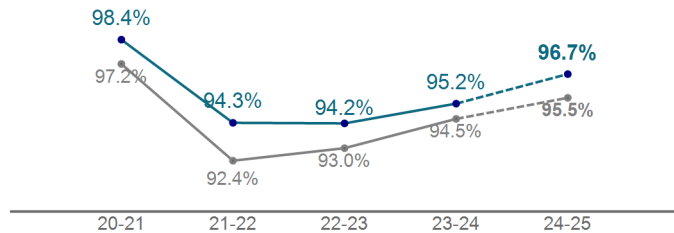
Hispanic  
N = 170



Pacific Islander

Subgroup with fewer than 20 students.

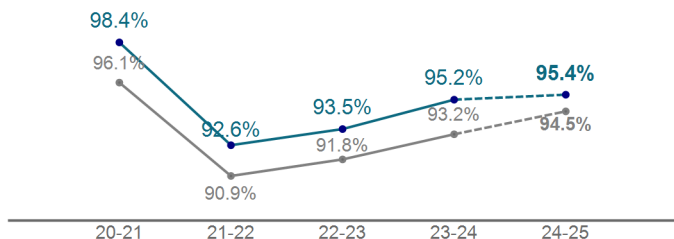
White  
N = 73



Native American

Subgroup with fewer than 20 students.

Other  
N = 80

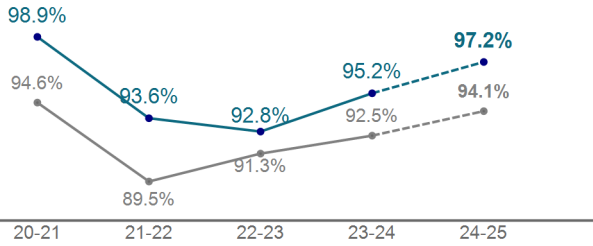


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

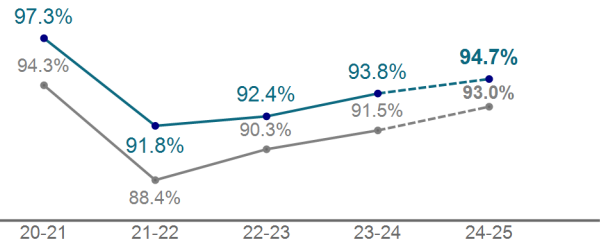


# Attendance Rate

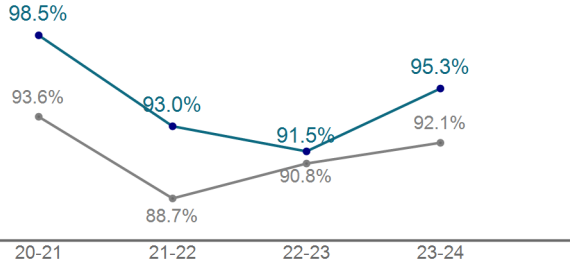
**EL + RFEP**  
N = 24



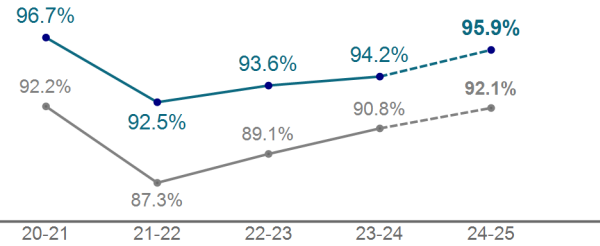
**Low SES**  
N = 171



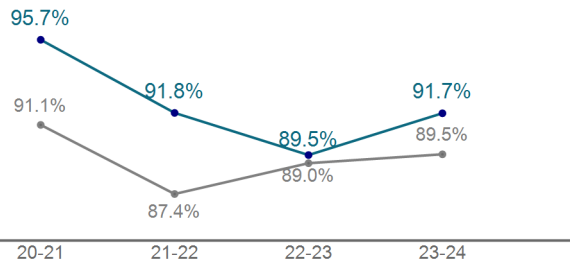
**English Learner**



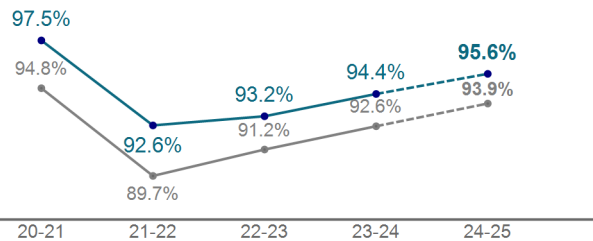
**Special Education**  
N = 44



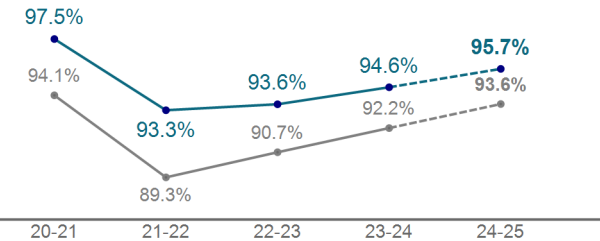
**Homeless or Foster Youth**



**Female**  
N = 227



**Male**  
N = 234



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

# Chronic Absence by Attendance Bands School Data by Subgroup Los Cerritos 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category				Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate		
<b>All Students</b>	479	1	11	16	25	47	12.9%	19.4%	28.6%	24.7%	
<b>Grade</b>	Gr. TK	24	13	29	29	29	12.5%	44.0%	41.7%	38.0%	
	Gr. K	82	2	24	21	22	30	26.8%	22.6%	47.6%	32.3%
	Gr. 01	83	1	7	17	28	47	8.4%	11.5%	25.3%	25.1%
	Gr. 02	61	2	8	10	25	56	9.8%	28.1%	19.7%	24.2%
	Gr. 03	58	2	9	16	26	48	10.3%	14.5%	25.9%	19.6%
	Gr. 04	83	2	8	13	29	47	10.8%	18.5%	24.1%	21.8%
	Gr. 05	88	1	10	13	18	59	10.2%	14.3%	22.7%	21.3%
<b>Ethnicity</b>	African American	69	1	14	12	23	49	15.9%	15.5%	27.5%	32.5%
	Asian	43	5	16	21	58	4.7%	11.4%	20.9%	14.2%	
	Cambodian	50	10	18	22	50	10.0%	11.3%	28.0%	18.1%	
	Filipino	36	14	6	22	58	13.9%	8.3%	19.4%	14.4%	
	Hispanic	176	3	11	24	26	36	14.2%	26.8%	38.1%	27.2%
	Pacific Islander	4	75	25	75.0%	75.0%	75.0%	37.4%			
	White	80	10	13	25	53	10.0%	11.6%	22.5%	11.9%	
	Other	71	11	8	28	52	11.3%	19.1%	19.7%	20.5%	
<b>Gender</b>	Female	248	2	14	14	21	50	16.1%	20.4%	29.8%	23.7%
	Male	231	9	18	29	44	9.5%	18.3%	27.3%	25.6%	

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Los Cerritos 2023-2024

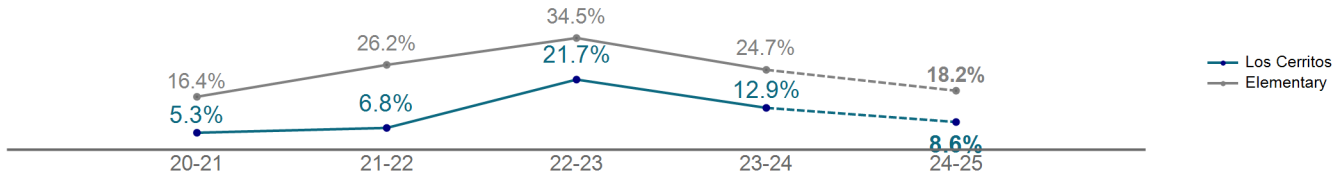
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic %	Moderately Chronic %	At Risk Chronic %	Satisfactory %	Strong Attendance %
	Low SES	189	2	17	17	26	38	19.0%	25.2%	36.0%	29.5%	
	ELL	27	4	19	30	48	3.7%	35.7%	22.2%	27.0%		
	RFEP	12	17	8	17	58	16.7%	6.3%	25.0%	12.1%		
	EL + RFEP	39	8	15	26	51	7.7%	25.0%	23.1%	24.8%		
	Special Ed.	54	13	19	28	41	13.0%	22.9%	31.5%	31.3%		
	Spec Ed. Speech/RSP	36	19	17	25	39	19.4%	23.4%	36.1%	23.3%		
	Homeless/Foster	30	3	27	27	27	17	30.0%	43.2%	56.7%	39.4%	
	Foster	2	50	50	50	50	50.0%	66.7%	50.0%	31.7%		
	Homeless	28	4	25	29	25	18	28.6%	38.7%	57.1%	40.7%	
GATE/Excel	67	9	7	12	72	9.0%	8.8%	16.4%	10.1%			

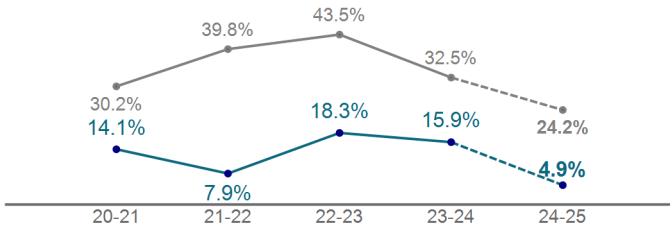
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

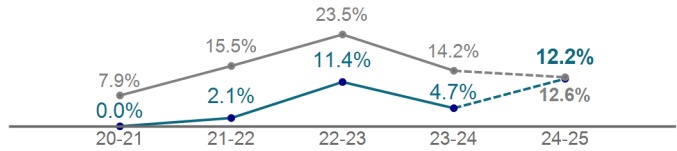
**Los Cerritos  
All Students  
N = 455**



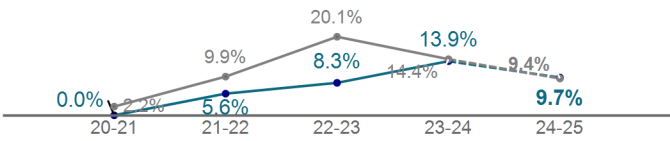
**African American  
N = 61**



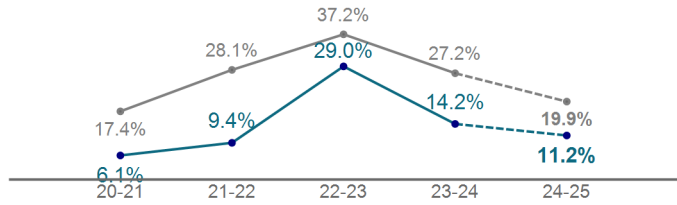
**Asian  
N = 41**



**Filipino  
N = 31**



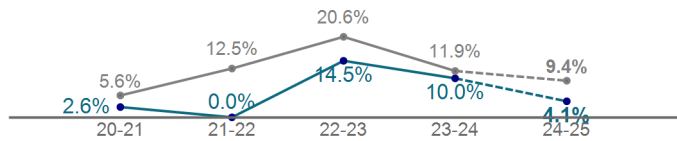
**Hispanic  
N = 169**



**Pacific Islander**

Subgroup with fewer than 20 students.

**White  
N = 73**



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

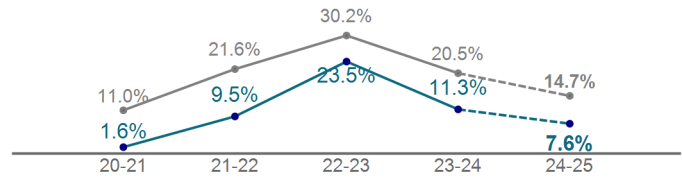
# Percent of Students in the Moderately or Severely Chronic Categories

## Native American

Subgroup with fewer than 20 students.

## Other

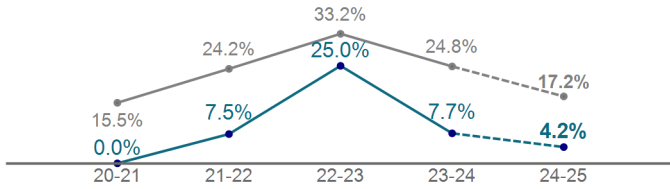
N = 79



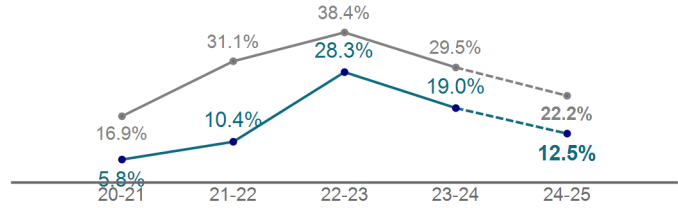
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

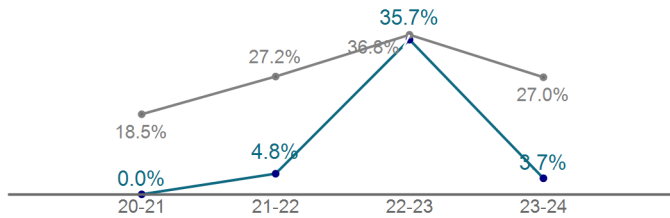
**EL + RFEP**  
N = 24



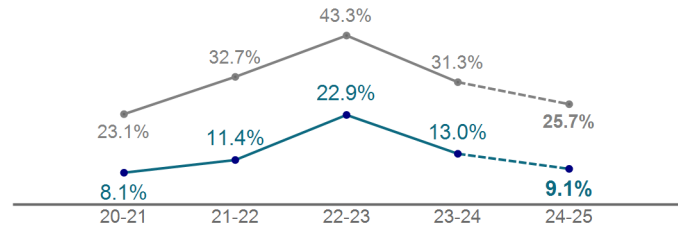
**Low SES**  
N = 168



**English Learner**



**Special Education**  
N = 44



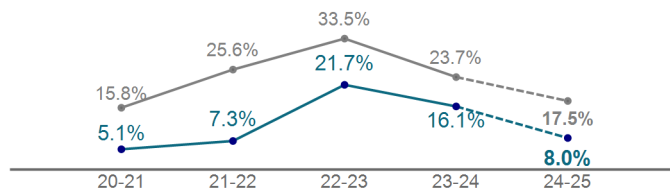
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

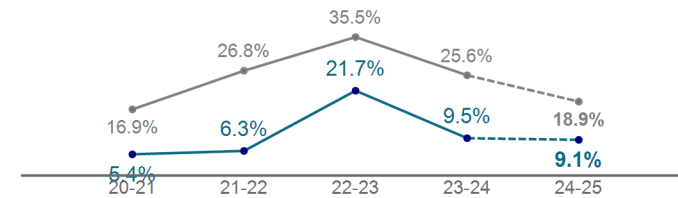
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 224



**Male**  
N = 231



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

**School Plan for Student Achievement Addendum 2024-2025**

**Comprehensive Support and Improvement (CSI) - Low Performing ▾**

**Los Cerritos Elementary School ▾**

If ATSI, identify subgroups:

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

**Attestation:**

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

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

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

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

Date Approved by SSC

**November 13, 2024**

Signature of Principal



Signature of SSC Chair



## Resource Inequities

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

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

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

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

The area of need we have identified is absenteeism in students with two or more races. We believe that there are no resource inequities, however, we will continue to reach out to families to help them understand the importance of attendance and how students can receive incentives and awards for perfect or improved attendance.



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

### Support for Identified Schools

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

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

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

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

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

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

## Monitoring and Evaluating Effectiveness

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

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

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

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Plan Escolar para el Logro Estudiantil Anexo 2024-2025**

**Apoyo y Mejora Integral (CSI) - Bajo desempeño ▾**

**Los Cerritos Elementary School ▾**

Si es ATSI, identifique los subgrupos::

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

**Atestación:**

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

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

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

Fecha de aprobación por el SSC

**13 de Noviembre de 2024**

Firma del director

Firma del presidente del SSC

## Inequidad de recursos

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

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

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

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

El área de necesidad que hemos identificado es el ausentismo en estudiantes de dos o más carreras. Creemos que no hay desigualdades en los recursos; sin embargo, continuaremos comunicándonos con las familias para ayudarlas a comprender la importancia de la asistencia y cómo los estudiantes pueden recibir incentivos y premios por una asistencia perfecta o mejorada.

## 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.



## Los Cerritos Elementary School

### Home – School Compact 2024-2025 Approved: 9/25/2024

This agreement is a promise to work together. We believe that together we can improve teaching and learning. We know that learning can take place only when there is a combination of effort, interest and motivation. As we are committed to your child’s success in school, we are going to do our best to promote his/her achievement (please note the highlighted section only applies to quarantined students or if we return to online learning per city mandates).

<p><b>As a student I will fulfill the Los Cerritos Pledge, which is:</b>  <i>As a Los Cerritos student achiever, I promise to work hard to learn. I will always strive to get the best education possible. I will be responsible to complete my schoolwork and homework on time. I will be honest and fair to all, and I will follow all school rules. Los Cerritos will be a better school because of me.</i></p>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Student’s Signature</p>
<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>❖ provide a quiet study time at home (as best as possible in the midst of a pandemic) and encourage good study habits</li> <li>❖ talk with my child about his/her school</li> <li>❖ participate in school activities, including virtual activities, including the annual parent-teacher conference.</li> <li>❖ encourage my child to read by reading to him/her and by reading myself</li> <li>❖ limit my child’s “screen time,” as appropriate during Distance Learning Time, (TV viewing, internet usage, and video game play) and help select worthwhile programs/websites</li> <li>❖ support my child’s teacher with their classroom expectations, including virtual classroom expectations</li> <li>❖ ensure that my child has regular attendance</li> <li>❖ ensure my child arrives on-time, ready to learn</li> <li>❖ when picking up and dropping off Los Cerritos students, I will be especially aware of foot traffic; especially that of children. I will obey all traffic and parking laws.</li> <li>❖ go directly to school personnel with any questions or concerns I may have</li> <li>❖ respect the confidentiality of information regarding students, parents &amp; school personnel</li> <li style="background-color: yellow;">❖ abide by the school cell phone and electronic policy</li> </ul>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Parent’s Signature</p>
<p><b>As a teacher I will:</b></p> <ul style="list-style-type: none"> <li>❖ provide high-quality, differentiated instruction, as well as interesting and challenging standards-based learning experiences in my classroom.</li> <li>❖ explain my expectations, instructional goals, grading system, and behavior policy to children and parents</li> <li>❖ communicate and cooperate with each parent to ensure the best education possible</li> <li>❖ take advantage of professional development opportunities in order to meet the needs of individual students</li> <li>❖ provide high quality homework assignments that adhere to district guidelines and adjust homework due to virtual learning (asynchronous) as necessary</li> <li>❖ respect the confidentiality of information regarding students, parents, &amp; school personnel</li> <li>❖ be fair, firm, and consistent in my application of school and classroom rules</li> </ul>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Teacher’s Signature</p>
<p><b>As principal, and on behalf of the support staff, I will:</b></p> <ul style="list-style-type: none"> <li>❖ create a welcoming environment, in person and virtually, for children and parents</li> <li>❖ maintain high expectations for student achievement</li> <li>❖ ensure a safe and orderly learning environment, in person and virtually</li> <li>❖ reinforce the partnership between child, parent and staff</li> <li>❖ act as the instructional leader by supporting teachers in their classrooms</li> <li>❖ provide appropriate in-services and training for teachers and parents</li> <li>❖ provide opportunities to observe, volunteer, or participate in classroom activities</li> <li>❖ respect the confidentiality of information regarding students, parents, &amp; school personnel</li> </ul>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Liseeth Ramos, Principal</p>

## Primaria Los Cerritos

### Compacto de la escuela y padres 2024-2025 Aprobado: 25/09/2024

Este acuerdo es una promesa de trabajar juntos. Creemos que juntos podemos mejorar la enseñanza y el aprendizaje. Sabemos que el aprendizaje solo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Cómo estamos comprometidos con el éxito de su hijo en la escuela, haremos todo lo posible para promover su rendimiento. (Tenga en cuenta que la sección resaltada solo se aplica a los estudiantes en cuarentena o si volvemos al aprendizaje en línea según los mandatos de la ciudad).

<p><b>Como estudiante cumpliré con el Compromiso de Los Cerritos, que es:</b> <i>Como estudiante triunfador de Los Cerritos, prometo trabajar duro para aprender. Siempre me esforzaré por obtener la mejor educación posible. Seré responsable de completar mi trabajo escolar y tarea a tiempo. Seré honesto y justo con todos, y seguiré todas las reglas de la escuela. Los Cerritos será una mejor escuela gracias a mí.</i></p>	<hr/> <p>Firma del estudiante</p>
<p><b>Como padre:</b></p> <ul style="list-style-type: none"> <li>❖ proporcionaré un tiempo de estudio tranquilo en casa (lo mejor posible en medio de una pandemia) y alentaré buenos hábitos de estudio</li> <li>❖ Hablaré con mi hijo sobre su escuela.</li> <li>❖ Participaré en actividades escolares, incluidas actividades virtuales. , incluida la conferencia anual de padres y maestros.</li> <li>❖ animar a mi hijo a leer leyéndole a él/ella y leyéndome a mí mismo</li> <li>❖ limitar el "tiempo de pantalla" de mi hijo, según corresponda durante el tiempo de aprendizaje a distancia (ver televisión, uso de Internet y juegos de video) y ayudar a seleccionar programas/sitios web que valgan la</li> <li>❖ peña el maestro de mi hijo con las expectativas de su salón de clases, incluidas las expectativas del salón de clases virtual</li> <li>❖ asegurar que mi hijo tenga asistencia regular</li> <li>❖ asegurar que mi hijo llegue a tiempo, listo para aprender</li> <li>❖ cuando recoja y deje a los estudiantes de Los Cerritos, estará especialmente atento al tráfico peatonal; especialmente el de los niños. Obedeceré a todas las leyes de tránsito y estacionamiento.</li> <li>❖ ir directamente al personal de la escuela con cualquier pregunta o inquietud que pueda tener</li> <li>❖ respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal de la escuela</li> <li>❖ cumplir con la política de telefonía celular y electrónica de la escuela</li> </ul>	<hr/> <p>Firma de los padres</p>
<p><b>Como maestro:</b></p> <ul style="list-style-type: none"> <li>❖ proporcionaré instrucción diferenciada y de alta calidad, así como experiencias de aprendizaje basadas en estándares interesantes y desafiantes en mi salón de clases.</li> <li>❖ explicar mis expectativas, objetivos de instrucción, sistema de calificación y política de conducta a los niños y los padres</li> <li>❖ comunicarse y cooperar con cada padre para garantizar la mejor educación posible</li> <li>❖ aprovechar las oportunidades de desarrollo profesional para satisfacer las necesidades de los estudiantes individuales</li> <li>❖ proporcionar tareas de alta calidad que cumplan con las pautas del distrito y ajustar la tarea debido al aprendizaje virtual (asincrónico) según sea necesario.</li> <li>❖ Respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal escolar.</li> <li>❖ Ser justo, firme y consistente en mi aplicación de las reglas escolares y</li> </ul>	<hr/> <p>Firma del maestro/a</p>
<p><b>y en nombre del personal de apoyo, yo:</b></p> <ul style="list-style-type: none"> <li>❖ crearé un ambiente acogedor, en persona y virtualmente, para niños y padres,</li> <li>❖ mantendré altas expectativas para el rendimiento de los estudiantes,</li> <li>❖ aseguraré un ambiente de aprendizaje seguro y ordenado, en persona y virtualmente</li> <li>❖ reforzaré la asociación entre niño, padre y el personal</li> <li>❖ actúa como el instrumento líder instruccional al apoyar a los maestros en sus salones de clases</li> <li>❖ brindar servicios internos y capacitación apropiados para maestros y padres</li> <li>❖ brindar oportunidades para observar, ser voluntario o participar en las actividades del salón de clases</li> <li>❖ respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal escolar</li> </ul>	<hr/> <p>Liseeth Ramos, directora</p>



*Los Cerritos Elementary School*  
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## ***PARENT INVOLVEMENT GUIDELINES***

### ***2024-2025***

Los Cerritos recognizes that parents from throughout our ethnically diverse population serve as an invaluable resource in the process of educating children. Los Cerritos believes that a child's education is a responsibility shared by the family and school. To assure a collaborative partnership, the Los Cerritos staff is committed to providing parent involvement activities which promote an effective home-school partnership by:

1. Encouraging and facilitating parental interest and involvement in school organizations and activities including identifying and involving parents in instructional and support roles (School Site Council, Parent Teacher Association, Volunteers In Public Schools).
2. Conducting a parent survey annually to review the school programs and activities.
3. Ongoing planning of the program by representatives of staff and parents in the School Site Council.
4. Providing information regarding school programs through Single Plan for Student Achievement (SPSA), Parent Teacher Association website (loscerritospta.org), Los Cerritos Parent Bulletin, and school website.
5. Providing a bulletin board in the school office to inform parents and communicating these resources electronically as well as school district and community resources to assist with needed services (e.g. Parent Resource Centers).
6. Consulting on an ongoing basis with parents concerning the manner in which the school and parents can work together to plan, design, implement, and evaluate school programs to ensure student academic progress.
7. Encouraging parents to assume school and district leadership roles in governance, advisory, and advocacy decision making processes (School Site Council [SSC], District Community Advisory Committee [DCAC], District English Learner Advisory Committee [DELAC], Coalition of Involved African American Parents [CIAAP], Special Education Community Advisory Committee [CAC] and Parent Forums).
8. Conducting regular School Site Council meetings for formulating suggestions, sharing experiences, and participating in decision-making.
9. Announcing meeting times and locations in bulletins, on school webpage, and/or on school marquee.
10. Providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school (Parent Teacher Association website, District English Learner Advisory Committee, and Parent in-services).
11. Supporting the efforts of parents to work with their children to understand and attain the instructional objectives of the school (Back-to-School Night, Parent Conferences, and parent workshops).
12. Informing parents, teachers, and principals to build a partnership between the home and school to promote effective two-way communication regarding school programs (Los Cerritos Parent bulletin, ParentVue and School Site Council meetings).
13. Conducting parent-teacher conferences for reporting children's progress to their parents (achievement reports (progress reports), phone calls, emails, and notes home).
14. Providing opportunities for parents to observe classrooms and volunteer (Volunteer In Public Schools, field trips, Public Schools Week, Open House, and Science Fair).



- 15. Providing an annual Home-School Compact written by parents and school staff describing ways parents will be responsible for supporting their children's learning (monitoring attendance, homework completion, amount of time spent in front of a screen watching television or playing video games, and participating in school events).
- 16. Encourage parents/guardians to, virtually or when appropriate, serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
- 17. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

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

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child’s school

**ADOPTION**

Los Cerritos’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 9/25/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/25/2024. Los Cerritos, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

\_\_\_\_\_  


Signature of Principal

\_\_\_\_\_  
9/26/2024

Date

Adopted: January 28, 1991  
Revised: September 25, 2024

LONG BEACH UNIFIED SCHOOL DISTRICT  
Los Cerritos School Site Council



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## ***DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES***

### ***2024-2025***

Los Cerritos reconoce que los padres de toda nuestra población étnicamente diversa sirven como un recurso invaluable en el proceso de educar a los niños. Los Cerritos cree que la educación de un niño es una responsabilidad compartida entre la familia y la escuela. Para asegurar una asociación colaborativa, el personal de Los Cerritos se compromete a proporcionar actividades de participación de los padres que promuevan una asociación eficaz entre el hogar y la escuela al:

1. Fomentar y facilitar el interés y la participación de los padres en las organizaciones y actividades escolares, incluida la identificación e participación de los padres en funciones de instrucción y apoyo (Consejo Escolar, Asociación de Padres y Maestros, Voluntarios en las Escuelas Públicas).
2. Realizar una encuesta para padres anualmente para revisar los programas y actividades escolares.
3. Planificación continua del programa por representantes del personal y padres en la escuela Consejo de sitio.
4. Proporcionar información sobre los programas escolares a través del Plan Único para el Rendimiento Estudiantil (SPSA), el sitio web de la Asociación de Padres y Maestros (loscerritospta.org), el Boletín para Padres de Los Cerritos y el sitio web de la escuela.
5. Proporcionar un tablero de anuncios en la oficina de la escuela para informar a los padres y comunicar estos recursos electrónicamente también como escuela recursos del distrito y la comunidad para ayudar con los servicios necesarios (por ejemplo, centros de recursos para padres).
6. Consultar de forma continua con los padres sobre la manera en que la escuela y los padres pueden trabajar juntos para planificar, diseñar, implementar y evaluar programas escolares para garantizar el progreso académico de los estudiantes.
7. Alentar a los padres a asumir roles de liderazgo escolar y distrital en los procesos de toma de decisiones de gobernanza, asesoramiento y defensa (Consejo Escolar [SSC], Comité Asesor Comunitario del Distrito [DCAC], Comité Asesor Distrital para Estudiantes de Inglés [DELAC], Coalición de Padres Afroamericanos Involucrados [CIAAP], Comité Asesor Comunitario de Educación Especial [CAC] y Foros de Padres).
8. Llevar a cabo reuniones periódicas del Consejo Escolar para formular sugerencias, compartir experiencias y participar en la toma de decisiones.
9. Anunciar los horarios y lugares de las reuniones en boletines, en la página web de la escuela y/o en la marquesina de la escuela.
10. Proporcionar a los padres el conocimiento y las estrategias para ayudar a sus hijos a aprender en el hogar, la comunidad y la escuela (sitio web de la Asociación de Padres y Maestros, Comité Asesor del Distrito para Estudiantes de Inglés y servicios de capacitación para padres).
11. Apoyar los esfuerzos de los padres para trabajar con sus hijos para comprender y alcanzar los objetivos de instrucción de la escuela (Noche de regreso a clases, conferencias de padres y talleres para padres).
12. Informar a los padres, maestros y directores para construir una asociación entre el hogar y la escuela para promover una comunicación bidireccional efectiva con respecto a los programas escolares (boletín para padres de Los Cerritos, reuniones de ParentVue y del Consejo Escolar).



13. Realizar conferencias de padres y maestros para informar el progreso de los niños a sus padres (informes de logros (informes de progreso), llamadas telefónicas, correos electrónicos, y notas a casa).
14. Brindar oportunidades para que los padres observen las aulas y sean voluntarios (Voluntario en las escuelas públicas, excursiones, Semana de las escuelas públicas, jornada de puertas abiertas y feria de ciencias).
15. Proporcionar un hogar anual-Pacto escolar escrito por padres y personal escolar que describe las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos (supervisar la asistencia, completar las tareas, la cantidad de tiempo que pasan frente a una pantalla mirando televisión o jugar videojuegos y participar en eventos escolares).
16. Alentar a los padres/tutores a, virtualmente o cuando sea apropiado, servir como voluntarios en las escuelas, asistir a presentaciones estudiantiles y reuniones escolares, y participar en consejos escolares, consejos asesores y otras actividades en las que puedan asumir funciones de gobierno, asesoramiento y defensa.
17. Incluir a los padres y tutores de los estudiantes de inglés en el desarrollo, implementación y evaluación de programas básicos y categóricos para estudiantes de inglés. Informar a los padres sobre cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a alcanzar el dominio del inglés, lograr altos niveles en materias académicas básicas y cumplir con los desafiantes estándares académicos estatales que se esperan de todos los estudiantes.

Los planes escolares deberán delinear medidas específicas que se tomarán para aumentar la participación de los padres en la educación de sus hijos, incluidas medidas diseñadas para involucrar a los padres/tutores con barreras culturales, lingüísticas o de otro tipo que puedan inhibir dicha participación.

#### REFERENCIAS LEGALES

##### CÓDIGO DE EDUCACIÓN

11500-11506 Programas para fomentar la participación de los padres

##### CÓDIGO DEL TRABAJO

230.8 Tiempo libre para visitar la escuela del niño.

#### ADOPCIÓN

**Los Cerritos's** Las Pautas de participación familiar se han desarrollado y acordado conjuntamente con las familias de los niños que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el [9/25/2024](#) y tendrá vigencia durante el período de un año escolar. La escuela distribuirá las Pautas a todas las familias en o antes [25/10/2024](#). **Los Cerritos**, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

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Firma del director

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9/26/2024

\_\_\_\_\_  
Fecha

Adoptado: 28 de enero de 1991

Revisado: 25 de septiembre de 2024 DISTRITO ESCOLAR UNIFICADO DE LONG BEACH  
Consejo Escolar de Los Cerritos