

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Lakewood High School**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment**

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

**Accountability Measure I: Increase Achievement**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](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
<p>Each CDE Dashboard red-level subgroup's progress will be reviewed in weekly staff meetings, IEPs and Student Study Teams (SST) to refine strategies and ensure that interventions are meeting student needs.</p> <p>African American Students: Student progress will be tracked through ABC rates and classroom performance data. Teachers and administrators will conduct data reviews at grade level, department and pathway meetings to adjust interventions and provide additional academic support as needed.</p> <p>English Learners: Progress will be monitored through ELPAC scores, ABC rate, SBAC, and iReady scores. Teachers will provide targeted language development support.</p> <p>Homeless Students: Academic growth will be measured through attendance records and ABC rates. Case managers and school staff will track non-academic barriers and provide interventions accordingly.</p> <p>Long-Term English Learners (LTELs): Reclassification rates and ABC rates will be used to assess progress. Teachers will adjust instruction based on formative assessment results and test scores.</p> <p>Students with Disabilities: IEP progress monitoring and teacher observations will guide instructional adjustments. Regular collaboration between special education, general education teachers, students and parents will ensure instructional strategies align with individual student needs.</p>
<p>Of our last year's 11th grade, 50% of juniors met or exceeded the standards. This is a 2% increase from last year.</p> <p>African American was only 31% met or exceeded the standards. This is a 2% drop from the previous year.</p> <p>ELs was only 8 % met or exceeded the standards. This is a 1% increase from the previous year.</p>

## ELA Goals

CDE Dashboard red-level groups needs will be addressed by:

African American Students: To improve ELA outcomes for African American students, the school will implement culturally responsive teaching strategies, and targeted literacy interventions. Progress will be monitored through formative assessments, student feedback, and data-driven instructional adjustments.

English Learners: English Learners will receive designated and integrated ELD instruction with an emphasis on academic vocabulary, reading comprehension, and structured writing support. Teachers will use Ellevation strategies, small-group instruction, and formative assessments to ensure language development and literacy growth.

Homeless Students: The school will provide additional academic support through access to instructional materials to mitigate learning disruptions. Wraparound services, including counseling and Wellness Center referrals will be integrated to address non-academic barriers that impact literacy development.

Long-Term English Learners (LTELs): LTELs will engage in rigorous, language-rich instruction focused on reclassification support. Teachers will use formative assessments and targeted instruction to address gaps in academic language and literacy skills.

Students with Disabilities: ELA instruction for students with disabilities will be differentiated through individualized support and co-teaching models that integrate general education and special education strategies. Progress will be tracked through IEP goals, formative assessments, and ongoing collaboration among educators and support staff.

Academic SMART Goals:

Goal #1 Literate & Mathematically Prepared Students

SBAC: ELA will increase 6% from 50% to 56%.

Edulastic Prior year results will increase each unit for both Math and ELA

Focus on the ABC rate for black, EL, and students with disabilities.

## Comprehensive Needs Assessment: Mathematics

<b>Math Findings</b>
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<p>Of our last year's 11th grade, 11% of juniors met or exceeded the standards. This is a 2% decrease from the previous year.</p> <p>African American was only 3% met or exceeded the standards. This is a 1% drop from the previous year. -However, 22% were nearly met.</p> <p>ELs was only 0% met or exceeded the standards. Our ELs stayed at 0% proficient on math. However, 15% were nearly met.</p> <p>Progress monitoring summary: The math department will implement a comprehensive progress monitoring system to track student growth toward Goal #1: Literate &amp; Mathematically Prepared Students. TSpecial attention will be given to the ABC rate (attendance, behavior, and course performance) for Black students, English learners, and students with disabilities, with quarterly data reviews informing instructional adjustments and targeted interventions. Staff will collaborate through PLCs to implement evidence-based literacy strategies, differentiated instruction, and academic support programs to address identified learning gaps.</p>
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<b>Math Goals</b>
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<p>Academic SMART Goals:</p> <p>Goal #1 Literate &amp; Mathematically Prepared Students</p> <p>SBAC: ELA will increase 6% from 50% to 56%; Math will increase 6% from 11% to 17%.</p> <p>Edulastic Prior year results will increase each unit for both Math and ELA</p>
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**Comprehensive Needs Assessment: English Learners**

## English Learner Findings

### Progress monitoring summary:

Improve academic performance and attendance to move from \*very low\* to \*low\* on the CDE Dashboard by June 2025. Quarterly reviews of common formative assessments, classroom performance tasks, and intervention program participation will guide instructional decisions. Efforts to improve attendance include a 5% increase in overall ELL attendance and a 10% reduction in chronic absenteeism through targeted interventions such as Saturday school and individualized support from the EL coordinator. Additionally, reducing D/F rates for EL students by at least 5% remains a priority, with early indicators showing a 7% decrease from 42% to 35%. Teachers are provided with resources such as ELLevation and Universal Design for Learning to enhance instructional strategies for ELs and students with disabilities. Continuous data analysis and student-centered interventions will ensure multilingual learners receive the necessary support to meet growth targets.

2. 28% % received D/F's on semester 2 report cards. This is a 14% decrease/improvement from the previous year.

1. 24% of ELs are chronically absent increasing from the previous year. This is a 13% decrease/improvement from the previous year.

2. 28% % received D/F's on semester 2 report cards. This is a 14% decrease/improvement from the previous year.

## English Learner Goals

### CDE Red Level Goal:

By June 2025, the percentage of multilingual learners will move from very low to low on the CDE dashboard. This will be achieved through targeted academic interventions, including designated and integrated ELD support, data-driven instructional strategies, and increased access to tutoring and small-group instruction. Progress will be monitored quarterly through common formative assessments, classroom performance tasks, and attendance in intervention programs.

1. Improve ELL student attendance by 5% and decrease chronic absenteeism by 10% through systematic interventions.

2. Reduce the number of D/F's of EL's students by at least 5% - ELs D/F rate dropped by 7% from 42% to 35%.

### Action Plan

1. EL students will be invited to Saturday school to make up attendance and work on language development

2) EL coordinator will meet with EL students that have low attendance and offer resources to support their needs

3) All teachers will be provided with resources to support ELs and SPED ( ELLevation and Universal Design for Learning

1. Improve ELL student attendance by 5% and decrease chronic absenteeism by 10% through systematic interventions.
2. Reduce the number of D/F's of EL's students by at least 5%

Action Plan

1. EL students will be invited to Saturday school to make up attendance and work on language development
- 2) EL coordinator will meet with EL students that have low attendance and offer resources to support their needs
- 3) All teachers will be provided with resources to support ELs and SPED ( ELlevation and Universal Design for Learning

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Progress monitoring summary:

The progress monitoring of Lakewood's culture and climate goals focuses on fostering a relationship-centered school culture to support students' personal, social, emotional, and academic needs. The school aims to increase student CORE survey results by 5% in the areas of sense of belonging, climate of academic support, and self-efficacy. To achieve this, Lakewood has implemented school-wide systems for early identification and intervention, targeting a 5% reduction in D/F rates, a 3% increase in A-G completion, and a 2% decrease in chronic absenteeism.

Sense of belonging initiatives include grade-level events, lunchtime activities, monthly awareness announcements, and competitions between pathways or grade levels to engage students and build community. Student recognition programs highlight Most Improved, Citizenship, and Overall Academic Achievement per pathway to reinforce positive behaviors. For students struggling academically, tutoring is available during the school day, in unscheduled periods, and at Saturday School, with targeted invitations and parental notifications for those with multiple Ds/Fs. Recognizing student improvement with positive reinforcement encourages continued success. Additionally, a pathway-based attendance competition promotes engagement and reduces chronic absenteeism. Progress will be monitored quarterly, ensuring a supportive and inclusive environment that contributes to student success.

The attendance rate was 92.1% which is a 1.7% increase from the previous year.

We are currently at 93.9% for the 24-25 school year which is an additional 1.8% increase.

## Culture/Climate Goals

Lakewood will establish a relationship-centered school culture to address the personal, social, emotional, and academic needs of all students and close the achievement gap by creating a supportive, safe, and caring climate to increase the student CORE survey results 5% in the areas of sense of belonging, the climate of academic support, and self-efficacy.

- Implement school-wide systems for early identification and interventions for struggling students to decrease average schoolwide D/F rates by 5% or more, increase A-G completion rates by 3 %, and reduce chronic absenteeism by 2%.

For Sense of Belonging:

- Event for students per grade level
- Lunchtime Activities for students
- Monthly Awareness announcements
- Competitions between Pathways or grade levels

Student of the Quarter Recognitions per Pathway:

- Most Improved
- Citizenship
- Overall / Academics

(Based on Leaders)

For D/F Students:

- Student tutoring during the school day (unscheduled or Saturday School by pathway)
- Students with multiple Ds/Fs receive invitation to attend tutoring during their unscheduled period in the library
- Parents receive a notification about invitation
- Students who improve receive recognition or positive reinforcement

Attendance:

- Pathway Attendance Competition

## Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) 1)By June 2023, students will increase the proficiency rate of all students on the SBAC ELA by 3% and 5% for African American and Latinx students. Our overall ELA SBAC proficiency dropped by 4%, however, our AA students increased by 3% from 32% to 35% proficient.</p> <p>2)By June 2023, all 9th and 10th-grade students will increase literacy and ELA proficiency on I-Ready by one grade level or more through consistent, high-quality instruction designed to be engaging, rigorous, standards-based, and differentiated to meet student needs. - iReady is no longer being given to high school students.</p> <p>1)By June 2023, students will</p>	Goal Partially or Not Met	Our goal was a 3% increase and we achieved 2%	Teachers will continue to implement QCI strategies as they move further into their practice.

increase the proficiency rate of all students on the SBAC Math by 3% and 5% for African American and Latinx students.

Our overall Math SBAC proficiency increased by 2% from 13% to 15%. Our AA students increased from 4% to 5% while our Hispanic population increased by 4% from 11% to 15%.

2) By June 2023, all students enrolled in Algebra and Geometry Math classes will grow on the I-Ready test by one grade level or more through consistent, high-quality instruction designed to be engaging, rigorous, standards-based, and differentiated to meet student needs. iReady is no longer being given to high school students.

Action Plan

1. using Edulastic teachers will identify skills that students are struggling with and plan for an intervention plan to re-teach skills

2) teachers will be provided time to collaborate during department time to share strategies to support students who are reading

	<p>below grade level.</p> <p>3) All teachers will be provided with resources to support ELs and SPED ( ELLevation and Universal Design for Learning)</p> <p>4) District is providing tutor.com access for algebra 1, geometry, and algebra 2 classes.</p>			
Math	<p>1) 1)By June 2023, students will increase the proficiency rate of all students on the SBAC Math by 3% and 5% for African American and Latinx students. - AA students increased by 1% from 4% to 5% proficient. Hispanic students increased by 4% from 11% - 15% proficient.</p> <p>2)By June 2023, all students enrolled in Algebra and Geometry Math classes will grow on the I-Ready test by one grade level or more through consistent, high-quality instruction designed to be engaging, rigorous, standards-based, and differentiated to meet student needs.</p> <p>Action Plan</p>	Goal Partially or Not Met	Our SBAC scores dropped to 11% which we feel is more about how we test math for SBAC. Proficiency rates for ABC rates is improving.	Implementing the District grading policy and guidelines, we are working collectively to ensure equity across our classrooms. SBAC will be tested by the math teachers this year in hopes of seeing and increase for our students.

	<p>1. using Edulastic, teachers will identify skills that students are struggling with and plan for an intervention plan to re-teach skills</p> <p>2) teachers will be provided time to collaborate during department time to share strategies to support students who are reading below grade level.</p> <p>3) All teachers will be provided with resources to support ELs and SPED ( ELLevation and Universal Design for Learning</p>			
English Learner	<p>1) 1. Improve ELL student attendance by 5% and decrease chronic absenteeism by 10% through systematic interventions.</p> <p>2. Reduce the number of D/F's of EL's students by at least 5%</p> <p>Action Plan</p> <p>1. EL students will be invited to Saturday school to make up attendance and work on language development</p> <p>2) EL coordinator will meet with</p>	Goal Partially or Not Met	Our results declined from the previous year across all areas.	We are running 4 classes of EL support, 2 Modern World History classes for ELs and 2 Global Art classes for ELs.

EL students that have low attendance and offer resources to support their needs

3) All teachers will be provided with resources to support ELs and SPED ( ELLevation and Universal Design for Learning

2) 1. Improve ELL student attendance by 5% and decrease chronic absenteeism by 10% through systematic interventions.  
- Overall attendance rate for ELs increased by 3% from 89% to 92%. Chronic absenteeism dropped 10% from 37% to 27%/

2. Reduce the number of D/F's of EL's students by at least 5% - ELs D/F rate dropped by 7% from 42% to 35%.

#### Action Plan

1. EL students will be invited to Saturday school to make up attendance and work on language development

2) EL coordinator will meet with EL students that have low attendance and offer resources to support their needs

3) All teachers will be provided

	with resources to support ELs and SPED ( ELLevation and Universal Design for Learning			
Culture/Climate	<p>1) Lakewood will establish a relationship-centered school culture to address the personal, social, emotional, and academic needs of all students and close the achievement gap by creating a supportive, safe, and caring climate to increase the student CORE survey results 5% in the areas of sense of belonging, the climate of academic support, and self-efficacy.</p> <p>- Implement school-wide systems for early identification and interventions for struggling students to decrease average schoolwide D/F rates by 5% or more, increase A-G completion rates by 3 %, and reduce chronic absenteeism by 2%.</p> <p>For Sense of Belonging:</p> <ul style="list-style-type: none"> <li>- Event for students per grade level</li> <li>- Lunchtime Activities for students</li> <li>- Monthly Awareness announcements</li> <li>- Competitions between Pathways or grade levels</li> </ul>	Goal Partially or Not Met	Lakewood continues to make progress with both attendance, grades, and survey results but we haven't reached all of the goals.	Lakewood has aligned this year's goals to the District's goals and continue to focus on relationships and building a sense of community in which all students can succeed.

	<p>Student of the Quarter Recognitions per Pathway: - Most Improved - Citizenship - Overall / Academics (Based on Leaders)</p> <p>For D/F Students: - Student tutoring during the school day (unscheduled or Saturday School by pathway) - Students with multiple Ds/Fs receive invitation to attend tutoring during their unscheduled period in the library - Parents receive a notification about invitation - Students who improve receive recognition or positive reinforcement</p> <p>Attendance: - Pathway Attendance Competition</p>			
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide Nurse with additional assistance to meet the increasing health needs of our students. This position helps reach out to families of students with chronic health conditions to offer support at school to improve attendance. The Health Technician supports additional time for the Nurse to meet with students and families regarding mental health issues which are also affecting achievement and attendance. This year we will expand the role to working with our new Care/Wellness Center which will also be staffed by counselors and social work interns to provide wrap around support for student health. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Hire a 50% IOA to assist with providing services to students with chronic absenteeism and to assist students who are in foster care or homeless. This Office Assistant will work with the attendance clerks, counseling, and administration to identify students needing additional assistance to attend school daily. This will also include the scheduling of SART Conferences and sending home certified letters regarding attendance along with assisting with Parent Information meetings. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Emergency Preparedness Team of 4 teachers will update school safety plan, ensure all classrooms have emergency buckets, evacuation routes, and emergency folders. Due to construction for the new pool starting, current plans will need to be adjusted for the 23-24 and 24-25 school years. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
EL Coordinator to focus on EL students, interventions, supports and testing. (IN 5)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
Lakewood High School is partnering with Bridge Builders. Sashya Tullo will be overseeing this partnership. Sashya will work with Merlo to identify the students, African American males, who will be placed in the 7th period Digital Literacy class that will work with Bridge Builders every other week during class time and the period following on Mondays. Tullo will connect with students and families about the program, the support, and related field trips. Tullo will also plan for a parent session with Bridge Builders to proceed our 9th Grade Orientation/Transition (IN 6)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Somewhat Impactful

Lloyd Wilson, Malcolm Turner, Emil Espejo to meet, plan, contact, and meet with targeted students and parents involved in altercations/discipline at the end of the 22-23 school year. STudents will be placed on academic, behavioral, and attendance contracts with explicit expectations for the 23-24 school year. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Stipend for Link Crew & incoming 9th grade meeting to begin the ""sense of belonging"", tour of campus, etc.... (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
HOSM female students will be registering for the Annual Women in Cardiology Career Development Event on October 28th, 2022, 9:00 AM – 12 NOON (PT). This is a FREE VIRTUAL MEETING.  This event is one of a kind, aimed at inspiring women to choose Cardiology as a career at a pipeline level targeting all women trainees – including high school and undergraduate students. This year, we are proud to bring to you an esteemed keynote speaker, Dr. Karol Watson, Professor of Medicine / Cardiology at the David Geffen School of Medicine at UCLA, Co-Director of the UCLA Program in Preventive Cardiology, along with an amazingly diverse group of panelists across various subspecialties of Cardiology and practice settings. The small group breakout sessions in the program provide an excellent networking opportunity for trainees to learn more about cardiology as a career choice.  STudents will be invited to attend on campus. We will need a HOSM adult to supervise the virtual event and check students in. Requesting additional hourly for one teacher. 8:30 - 12:30 for this event (IN 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
20 AP teachers will have 6 hours each to provide additional review support session prior to students taking their AP exams. (IN 10)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)
9th Grade Transition Assemblies - Pathway Leads will need 1/2 day sub to participate in their pathway assemblies helping to create a Sense of Belonging and community within the 9th grade pathway students. (IN 11)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
We need 2 sub release days for our EL Coordinator, Lalita Buchanan, to administer the ELA iReady assessment to our EL students. (IN 12)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Merit Triad will meet to revisit student outcomes, pathway completion requirements, and college and career experience learning. (PD 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

<p>Focusing on Grade Level Pathway teams this year calls for several math teachers to teach a new content area or content area that they have not taught for several years. The Math Office will be with us to assist these teachers in becoming familiar with the resources and assessments for the first unit/quarter so they are ready to begin the school year with the new content area.</p> <p>With no responses to the initial invitation, I have opened this up to all teachers and will adjust the numbers as needed. (PD 5)</p>	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
<p>Focusing on Grade Level Pathway teams this year calls for several ELA teachers to teach a new content area or content area that they have not taught for several years. The ELA Office will be with us to assist these teachers in becoming familiar with the resources and assessments for the first unit/quarter so they are ready to begin the school year with the new content area. (PD 7)</p>	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>With a greater focus on 9th and 10th grade, we are implementing Digital Literacy for College and Career Readiness for students who need a little more support, environment to develop a stronger sense of community/belonging, and awareness for getting through high school successfully and post high school options.</p> <p>6 teachers will work together under the leadership of McDaniel and Contreras to implement the course and related sources cohesively. 9th grade students will be scheduled by pathway. (PD 8)</p>	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact
<p>Jessica Contreras and Nicole McDaniel will be leading our 9th/10th grade digital literacy intervention work with 6 other teachers. Jessica and Nicole will plan the year/curriculum/supports for all Digital Literacy classes and lead the PD with the teachers. (PD 9)</p>	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact
<p>With the realignment of Odyssey to the Energy, Environment &amp; Utilities industry sector, Odyssey will have a specific science lab space for all Odyssey science to share for vertical alignment and IDPs. This lab is support by the CTEIG grant and resources that were purchased and placed in storage during HVAC. These items need to be moved into the science lab. (PD 10)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
<p>The History/Social Studies Department will complete 2 afterschool workshops instead of a pull-out day for the fall.</p> <p>Oct. 11 3:45-5:45 EL Focus</p> <p>Nov. 1 3:45-5:45 Applying/Customizing QCI Training</p> <p>Department Chair Corrin Hickey will work with OCIPD related support staff to create the agenda/resources for the trainings. (PD 11)</p>	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

Each department is allocated 1 day per semester per teacher for site PD days. History will use 1/2 of the time as extra hourly outside of the school day.  Department/School Wide PD 2 PD Days \$254 per sub ELA (17) \$8,636.00 Math (17) \$8,636.00 History/SS (13) \$6,604 Science (15) \$7,620 CTE (12) \$6,096 Sp Ed (18) \$9,144 VAPA (6) \$3,048 WL (10) 5,080 Total PD \$54,864.00 (PD 12)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Odyssey Math and Co-Teachers pull out day. Contreras/Caine Catalan/Harke (PD 13)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Lakewood Peechee folders for 9th grade PARENT orientation. Folder will contain pathway course selection sheets, A-G requirements vs Highs School Graduation requirements, counselor and admin contact information, Wellness Center details, and ASB information. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
ATM Pathway allocations per student gen ed, EL, RSP/SDC, and African American population for needs of the pathway is \$13, 262.50 (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
DMAC Pathway allocations per student gen ed, EL, RSP/SDC, and African American population for needs of the pathway is \$13, 580. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
HOSM Pathway allocations per student gen ed, EL, RSP/SDC, and African American population for needs of the pathway is \$13, 265/ (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Merit Pathway allocations per student gen ed, EL, RSP/SDC, and African American population for needs of the pathway is \$2602. (SM 5)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact

Odyssey Pathway allocations per student gen ed, EL, RSP/SDC, and African American population for needs of the pathway is \$8507. (SM 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Suite 360 Learning Produce for interventions for students exhibiting behaviors that are preventing them from being successful in the classroom and on campus. The program is monitored and assigned by our Dean and monitored by teachers who chose to utilize the resources and our Student Support Center when assigned by Admin or Dean. (SM 7)	Limited or no impact	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
field trip bus and substitute for upper level ASL program students to go to Downey to ""read"" to DHH student in Downey District. Grades to visit and read to are: TK-K, 1-2, & 3-5. To be scheduled in March during Read Across America month. (SM 8)	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
To support both Good in the Wood and our Good Standing Policy for restorative and proactive incentives and events to improve culture and climate we will allocate \$5000 to provide incentives. (SM 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Branding, banners, locker covers through Duplicating for promoting pathways, college & career readiness, and school pride. (SM 11)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Large monitors for each conference room and Admin office/room to work with teachers, student, parents and monitor security cameras (rolling). (SM 12)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:	My Perspectives, 2017, Pearson

of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

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

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

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

- Interim district assessment
- Unit tests
- Portfolios

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

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

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

Formative Assessments/Quizzes

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

	<p>understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Brief quizzes and general comprehension checks</li> <li>• Thinking Maps</li> <li>• Selection Tests</li> </ul> <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to</p>	<p>My Perspectives, 2017, Pearson</p>

<p>based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</a></p>	<p>“attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.</li> <li>• Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks</li> <li>• Short constructed response, Cornell notes, double entry journals, journal quick writes</li> <li>• Teacher modeled writing lesson activities</li> </ul> <p>Language Production through Speaking &amp; Listening Tasks:</p> <p>Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Speaking and Listening Focus (small group presentation)</li> <li>• Effective Expression Speaking &amp; Listening tasks</li> <li>• Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations</li> </ul>	
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p><b>Algebra 1</b> The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of

rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

#### Precalculus

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

#### 4th Year Options

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

- Introduction to Applied Math (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school

courses, please visit:  
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nrxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Science department has a significant amount of materials and resources to set up and break down for each lab. TAs cannot assist with this. Core Curriculum 100	LCFF Funds to pay for a Science Department College Aide to assist with hands on labs, manage equipment and materials for the Department.	Other Targeted Students, Targeted Staff	LCFF \$6,706 College Student Aide ( 1 ) for 324 hours annually - LCFF 100%	01/25/2025 - 06/15/2025 Weekly	Lloyd Wilson Maria Torres	Mona Merlo Core Curriculum 100
9th graders have not yet had the chance to get to know the campus. This will help with the start of school. Culture-Climate Survey (Student-Staff) 100	Stipend for Link Crew & incoming 9th grade meeting to begin the sense of belonging, tour of campus, etc.... 2 teachers	Other Targeted Students	LCFF \$2,991 Teacher Hourly Extra Comp ( 2 ) for 16 hours annually - LCFF 100%	08/01/2024 - 08/30/2024 Annually	Aubray Zell Nicole McDaniel	Merlo Culture-Climate Survey (Student-Staff) 100

Emergency Plans need to be updated and reviewed Other 100	Emergency Preparedness Team of 4 teachers will update school safety plan, ensure all classrooms have emergency buckets, evacuation routes, and emergency folders. Due to construction for the new pool starting, current plans will need to be adjusted for the 23-24 and 24-25 school years.	Targeted Staff	LCFF \$2,991 Teacher Hourly Extra Comp ( 4 ) for 8 hours annually - LCFF 100%	08/01/2024 - 08/31/2024 Annually	Sashya Tullo coordinating but not participating - no pay Becky Ford Becky Ford Tom McNamee Chris Murphy Yassi K.	Mona Merlo Other 100
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Many students struggling to succeed are suffering from depression and anxiety. Incidents of suicide risk are increasing each year along with mental health issues in teens. Diabetes and high blood pressure is also increasing and impacting student attendance. Other 100	Provide Nurse with additional assistance to meet the increasing health needs of our students. This position helps reach out to families of students with chronic health conditions to offer support at school to improve attendance. The Health Technician supports additional time for the Nurse to meet with students and families regarding mental health issues which are also affecting achievement and attendance. This year we will expand the role to working with our new Care/Wellness Center which will also be staffed by counselors and social work interns to provide wrap around support for student health.	Foster, Homeless, Identified At-Risk Students, Special Education	LCFF \$24,641 Health Assistant .475 FTE - LCFF 100%	08/30/2024 - 06/15/2025 Daily	Nurse Vice Principal	Health Technician will create an Intervention Tracker for our medically fragile and chronic illness students to document support and outreach. Other 100
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Spike in altercations/discipline at the end of the 23-24 school year. Culture-Climate Survey (Student-Staff) 100	Lloyd Wilson, Mario Morales, Emil Espejo to meet, plan, contact, and meet with targeted students and parents involved in altercations/discipline at the end of the 23-24 school year. STudents will be placed on academic, behavioral, and attendance contracts with explicit expectations for the 24-25 school year.	Other Targeted Students	LCFF \$2,092 Manager Additional Assignment ( 1 ) for 8 hours annually - LCFF 100% Teacher Hourly Extra Comp ( 1 ) for 8 hours annually - LCFF 100% Hourly - Campus Staff Assistant ( 1 ) for 8 hours annually - LCFF 100%	08/01/2024 - 08/12/2024 Other	Lloyd Wilson Malcolm Turner	Mona Merlo Culture-Climate Survey (Student-Staff) 100
AP pass rate needs to improve, especially for students of color AP Participation/Pass 100	15 AP teachers will have 6 hours each to provide additional review support session prior to students taking their AP exams.	Other Targeted Students	LCFF \$8,413 Teacher Hourly Extra Comp ( 15 ) for 6 hours annually - LCFF 100%	03/01/2025 - 05/20/2025 Annually	Sashya Tullo Lolo Saldana	Mona Merlo AP Participation/Pass 100
9th graders have not yet had the chance to get to know the campus. This will help with the start of school. Culture-Climate Survey (Student-Staff) 100	Stipend for Link Crew & incoming 9th grade meeting to begin the sense of belonging, tour of campus, etc....	Other Targeted Students	LCFF \$3,178 Teacher Hourly Extra Comp ( 2 ) for 17 hours annually - LCFF 100%	07/10/2024 - 08/30/2024 Annually	Aubray Zell Nichole McDaniel	Merlo Culture-Climate Survey (Student-Staff) 100

Emergency Plans need to be updated and reviewed Other 100	Emergency Preparedness Team of 4 teachers will update school safety plan, ensure all classrooms have emergency buckets, evacuation routes, and emergency folders. Due to construction for the new pool starting, current plans will need to be adjusted for the 24-25 school year.	Targeted Staff	LCFF \$2,991 Teacher Hourly Extra Comp ( 4 ) for 8 hours annually - LCFF 100%	07/09/2024 - 08/22/2024 Annually	Wendy Ili coordinating but not participating - no pay Becky Ford Tom McNamee Chris Murphy TBD	Mona Merlo Other 100
201 EL students EL Reclassification 100	EL Coordinator to focus on EL students, interventions, supports and testing.	Newcomers, English Learners	LCFF \$3,085 Teacher Hourly Extra Comp ( 1 ) for 33 hours annually - LCFF 100%	08/29/2024 - 06/14/2025 Weekly	Lalita Buchanan	Sashya Tullo EL Reclassification 100
Culture & Climate - Sense of Pride/Belonging Culture-Climate Survey (Student-Staff) 100	Following the renovation of our main gym we have had new banners made to celebrate the historical achievements of our athletes/teams. We now need to have the banners hung in the gym.	All Students, All Staff	LCFF \$2,300 Services - LCFF 100%	11/25/2024 - 03/30/2025 Other	Mona Merlo Mike Wadley Lloyd Wilson	Mona Merlo Culture-Climate Survey (Student-Staff) 100

Changing Climate A-G Rate 100	Curriculum guide and novels for Academic Decathlon	All Students	LCFF \$795 Materials - LCFF 100% Materials - LCFF 100%	08/27/2024 - 06/12/2025 Daily	Irma Magana	participation in academic decathlon A-G Rate 100
Student and Staff Safety Communication Engagement Basic Services 100	Apple TV devices for a math teacher to use with her iPad to defront the classroom and 5 additional devices to support the large monitors added to each administrator's office to monitor campus security cameras and utilize for presentation during meetings.	Targeted Staff	LCFF \$1,400 Materials - LCFF 100%	07/23/2024 - 08/30/2024 Other	Mona Merlo	Mona Merlo Basic Services 100
Campus signage is outdated. WASC is in November. We want the students and staff to return to a campus with a new feeling of focus and support. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30	With WASC happening in November, 2024, we will be updating signage, posters, banners to promote a college and career, pathway, school pride focused campus.	All Students, All Staff, All Parents	LCFF \$15,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Monthly	Admin Team Worren Booth Elizabeth Frayre Candice Calderon-Lem	Mona Merlo Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30

High risk groups exceed schoolwide average for chronic absenteeism. These include African-American, ELL, Special Ed, Homeless/Foster and White students. All of these groups have an absence rate over 10%. Other 100	Hire a 50% IOA to assist with providing services to students with chronic absenteeism and to assist students who are in foster care or homeless. This Office Assistant will work with the attendance clerks, counseling, and administration to identify students needing additional assistance to attend school daily. This will also include the scheduling of SART Conferences and sending home certified letters regarding attendance along with assisting with Parent Information meetings.	African-American, English Learners, Foster, Homeless, Low SES, Special Education, Hispanic	LCFF \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100%	08/30/2024 - 06/15/2025 Daily	Assistant Principal in charge of Attendance Principal	chronic attendance SART letters Parent Workshops Other 100
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Link Crew hosted an evening event to welcome incoming 9th graders while Principal and counselors met with parents/guardians for a High School 101 program. Parents connected with students and were given their class schedules to walk campus and find classrooms.

## Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

## Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
New grading policy Improving A-G completion Improving ABC rates Improving SBAC/Edulastic scores D/F Rate 50, A-G Rate 50	Department/School Wide PD 1 PD Day per Department at \$270 per sub ELA (15) \$4,050.00 Math (15) \$4,050.00 History/SS (12) \$3,240 Science (9) \$2,430 CTE (12) \$3,240 Sp Ed (18) \$4,860 VAPA (5) \$1,350 WL (9) 2,430 Total PD \$27,030.00	LCFF \$25,707 Substitute teacher full day ( 95 ) for 1 days - LCFF 100%	08/15/2024 - 04/30/2025 Annually	Administrators Department Chairs OCIPD support	Mona Merlo
Algebra pass rate priority for District. Engagment focus for Lakewood to improve math proficiency/test scores. Algebra Participation/Pass 100	The following teachers are requesting 8 hours each to plan for BTC Algebra lessons this summer: Contreras, Hardin, Caine, Zell .	LCFF \$2,991 Teacher Hourly Extra Comp ( 4 ) for 8 hours annually - LCFF 100%	08/01/2024 - 10/31/2024 Other	Mona Merlo	Mona Merlo
Geometry is our biggest area of failure for students. Our goal is to increase proficiency and pass rate for Geometry. A-G Rate 100	The following teachers are requesting 8 hours each to plan for BTC Geometry lessons this summer: Catalan, Brown, Caine, Contreras, Harke.	LCFF \$3,739 Teacher Hourly Extra Comp ( 5 ) for 8 hours annually - LCFF 100%	08/01/2024 - 10/31/2024 Other	Mona Mrelo	Mona Merlo

Alignment across ELA classes for grading, syllabi, ELL support, and BIPOC inclusion. A-G Rate  100	Morato, Holmes, Heard, Cherewick, Sereno, Tierney, Lengor, Gerritsen, Monarrez, Brandts, Bueller, Buchanan I have the request for 12 ELA teachers to "Create a uniform ELA grading policy; finish ELA syllabus & required syllabus components; review data and make grade-level curriculum modifications for BIPOC and EL students to increase reading and writing literacy" for 3 hours each. Agenda (as time allows): 1. Finalize ELA Syllabus a. Grade-level policy on using Categories/points b. Grade-level policy on Final assessment/s c. Grade-level policy on Retakes and Revisions d. Grade-level policy on Late work e. Grade-level policy on Academic Dishonesty 2. Review Grade-level curriculum: Fall and Spring 3. Co-teaching 4. Review data a. Strategies to increase reading and writing literacy for BIPOC, EL Students, Special Education	LCFF \$3,365 Teacher Hourly Extra Comp ( 12 ) for 3 hours annually - LCFF 100%	08/01/2024 - 08/21/2024 Other	Walker Brandts	Mona Merlo
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Hands on labs to support the NGSS standards and student engagement A-G Rate 100	Torres, Lizardo, Ford, Kumamoto, Miller, Duarte, Thyden, Kassir, Kairolomour, Stevens 4 hours of Summer Science PD will take place on Monday, August 19th from 9am to 3:00pm.	LCFF \$3,739 Teacher Hourly Extra Comp ( 10 ) for 4 hours annually - LCFF 100%	08/01/2024 - 08/21/2024 Other	Merlo Wilson Torres	Mona Merlo
Student Engagement improvement for graduation requirements Graduation/Drop-out Rate 100	Work on curriculum and grading policy/rubric for PE Department Kaeka, Jones, Miramontes	LCFF \$1,122 Teacher Hourly Extra Comp ( 3 ) for 4 hours annually - LCFF 100%	08/01/2024 - 08/21/2024 Other	Wilson Kaeka Miramontes	Mona Merlo
aligning standards vertically across the 4 pathways Other College Readiness Measures  100	2 hours to plan curriculum/vertical alignment for CTE courses	LCFF \$1,870 Teacher Hourly Extra Comp ( 10 ) for 2 hours annually - LCFF 100%	08/01/2024 - 08/22/2024 Other	McNamee Merlo	Mona Merlo
To meet the guidelines of Prop 28 Elective Curriculum 100	VAPA Department Chairs will get 3 hours each to plan for the Prop 28 funds for the 24-25 school year.	LCFF \$561 Teacher Hourly Extra Comp ( 2 ) for 3 hours annually - LCFF 100%	07/09/2024 - 08/22/2024 Other	Danielle Riniolo Michelle Barisoff Sashya Tullo	Mona Merlo

## Describe Teacher Involvement

## Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

### School Budget for Categorical Programs

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

<b>Federal Programs (to Consolidate)</b>	<b>Allocation</b>
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

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

<b>Share</b>	<b>Services</b>	<b>Amount</b>
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

<b>State Programs *</b>	<b>Allocation</b>
LCFF	216720

\* 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	Mona Merlo/Sashya Tullo	06-30-2025
Staff	Classroom Teacher	Chris Thyden	06-30-2025
Staff	Classroom Teacher	Samuel Cherewick	06-30-2026
Staff	Classroom Teacher	Lalita Buchanan	06-30-2026
Staff	Classroom Teacher	Nichole McDaniel	06-30-2025
Staff	Other School Personnel	Wendy Ili	06-30-2025
Community	Parent/Community Member	████████ Snow	06-30-2025
Community	Parent/Community Member	████████ Moutra	06-30-2026
Community	Parent/Community Member	████████ Holland	06-30-2025
Community	Student	J ██████████	06-30-2025
Community	Student	N ██████████	06-30-2026
Community	Student	J ██████████	06-30-2026

## 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)	■■■■ Pina
DELAC Representative	Parent of EL Student (required)	■■■■ Pina
Principal or Designee	Staff Member (required)	Sashya Tullo
Secretary	Parent of EL Student (required)	■■■■ Polanco

Name	Representing
■■ Rosario	Parent of EL Student
■■■■ Zavala	Parent of EL Student
■■■■ Quant	Parent of EL Student
■■■■ Zeng	Parent of EL Student
■■■■ Acuna	Parent of EL Student
■■■■ Makki	Parent of EL Student
Lalita Buchanan	Staff Member
Toni Flores	Staff Member

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	01/15/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>All teachers use UDL and/or SDAIE strategies to support all learners in all subject areas. This should be a schoolwide expectation and Admin should ensure that teachers are using these strategies by doing frequent and regular classroom visits, support teachers with appropriate training (translation as appropriate), and follow up with teachers who are not supporting their diversified learners.</p> <p>Supply ELL students with subject area resources and textbooks in their home language so that students can complete homework and other work on their own outside of class.</p> <p>Provide Professional Development opportunities to staff re: Strategies to support newcomers and ELL students. (District: QCI, Lakewood: "Pick a PD")</p> <p>Provide Peer Tutoring opportunities for students</p> <p>Provide tutoring opportunities during Saturday School for our ELL students</p> <p>Provide ELPAC Bootcamp Saturday School sessions</p> <p>Provide Peer Tutoring during Saturday school for all ELLs and recently RFEPed students</p> <p>Create an environment w</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	Reclassification Data EL Attendance Rates Other: ABC rate
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	01/15/2025
6. What was SSC's response to ELAC recommendations?	Great job. The request seems fair and within our ability to support. As money is already allocated, there is no need for funding approval. We approve moving forward with the recommendations.

## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 01/15/2025
2. The SSC approved the **Home-School Compact** on 10/15/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/15/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 02/18/2025

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

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

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

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



## ESTUDIANTE – PADRE/TUTOR/CUIDADOR – ESCUELA

El programa educativo de Lakewood High School está diseñado para brindar instrucción de alta calidad basada en estándares en un ambiente de aprendizaje eficaz y de apoyo. Para lograr estas altas expectativas, el personal, los padres/tutores y los estudiantes de Lakewood High School acuerdan y se comprometen a implementar las siguientes actividades que están relacionadas con el proceso de aprendizaje.

### como un **ALUMNO**, llevaré a cabo las siguientes responsabilidades:

1. Asistiré a la escuela regularmente y llegaré a tiempo a todas las clases.
2. Aceptaré la responsabilidad de mi propia educación completando mis tareas, trabajos de clase y preparándome para todos los exámenes.
3. Aceptaré la responsabilidad de mi propio comportamiento y respetaré el derecho de los demás a aprender sin distracciones ni interrupciones.
4. Mostraré respeto y cooperaré con TODOS los adultos y otros estudiantes de la escuela.
5. voy a cumplir con el LBUSD Código de vestimenta guideline y Política de identificación.
6. Estaré preparado para participar activamente en los asuntos escolares siendo un estudiante cooperativo y teniendo una actitud positiva.
7. lo haré acceso a StudentVue y Lienzo para realizar un seguimiento de mis tareas y calificaciones.
8. Solicitaré asistencia y tutoría cuando sea necesario y asistiré a tutorías escolares.
9. Seguiré las políticas de asistencia, disciplina y tareas del LBUSD.
10. Entiendo que el uso de teléfonos celulares y dispositivos electrónicos está permitido a discreción de los maestros dentro del salón de clases, y que soy responsable de la pérdida de dichos artículos traídos al campus.

Alumno: \_\_\_\_\_

Calificación: \_\_\_\_\_ Fecha: \_\_\_\_\_

### como un **PADRE O TUTOR**, llevaré a cabo las siguientes responsabilidades:

1. Apoyaré el programa académico de mi niño siguiendo las pautas de asistencia y ellaorar los minutos de instrucción del salón de clases.
2. Informaré a la escuela la dirección correcta y el número de teléfono donde me pueden localizar, y actualizaré cualquier cambio para que siempre me puedan localizar en caso de una emergencia. completando el formulario de verificación anual.
3. Mantendré una lista de números de teléfono importantes de la escuela para poder comunicarme con la persona adecuada en Lakewood.
4. Le proporcionaré a mi hijo ropa de acuerdo con las LBUSD Pautas del código de vestimenta para garantizar que ellos vista Lakewood como poderr lugar de negocios.
5. perseguiré activamente basado en la escuela servicios de tutoría y apoyo para mi hijo cuando sea necesario.
6. Me registraré tanto en ParentVue como en Lienzo para monitorear las calificaciones y tareas de mi hijo.
7. Controlaré activamente el bienestar físico, social y mental.-ser de mi hijo.
8. asistiré, como puedo, basado en la escuela funciones para apoyar a mi hijo, tales como conferencias de padres, regreso a clases y jornada de puertas abiertas, presentaciones, eventos deportivos, reuniones de información para padres, etc.
9. Mi hijo y yo seguiremos y cumpliremos con las regulaciones del LBUSD como se describe en el Manual de pautas para padres.

Padre/Tutor: \_\_\_\_\_

Teléfono #: \_\_\_\_\_ Fecha: \_\_\_\_\_

### Como escuela, la **PERSONAL DE LAKEWOOD** llevará a cabo las siguientes responsabilidades:

1. Trabajaremos como profesionales dedicados con el mejor interés de nuestros estudiantes como nuestra principal preocupación.
2. Proporcionaremos un programa basado en estándares de contenido que serán equitativos, culturalmente relevantes, diferenciados, riguroso y desafiante.
3. Nuestro programa abordar las necesidades individuales de todos los estudiantess, incluido su bienestar social y emocional.
4. Comunicaremos los estándares de contenido, las expectativas del aula y de las tareas, y las metas de instrucción a los estudiantes y guardianes.
5. Nos comunicaremos con los tutores y estudiantes de forma continua sobre el progreso académico de los estudiantes.
6. Publicaremos tareas y calificaciones en LBUSD's Sistema de gestión del aprendizaje, ParentVue y StudentVue para tenerlos disponibles para un fácil seguimiento del progreso de los estudiantes.
7. Garantizaremos un ambiente de aprendizaje seguro, afectuoso, respetuoso y saludable donde los estudiantes sean desafiados diariamente con experiencias de aprendizaje motivadoras e interesantes en todas sus clases.
8. Alentaremos a los estudiantes a esforzarse por lograr lo mejor de sí mismos, los motivaremos a perseguir sus sueños y los ayudaremos a desarrollar, planificar e implementar metas para la vida postsecundaria.
9. Lo haremos animar a los tutores para asistir a funciones escolares y visitar el campus, ya sea en persona o virtualmente.
10. Proporcionaremos oportunidades para tutores a participar en la mejora del programa de Lakewood a través de diversas actividades.

Administrador: \_\_\_\_\_ Telé de la escuela: (562) 425-1281



# STUDENT – PARENT/GUARDIAN/CAREGIVER – SCHOOL

The educational program of Lakewood High School is designed to provide high-quality standards-based instruction in a supportive and effective learning environment. In order to achieve these high expectations, the staff, parents/guardians, and students of Lakewood High School agree and commit to implementing the following activities that are related to the learning process.

## As a **STUDENT**, I will carry out the following responsibilities:

1. I will attend school regularly and arrive on time to all classes.
2. I will accept responsibility for my own education by completing my homework, classwork, and preparing for all tests.
3. I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption.
4. I will show respect towards, and cooperate with, ALL adults and other students in the school.
5. I will comply with the LBUSD Dress Code guidelines and ID Policy.
6. I will be prepared to actively participate in the business of school by being a cooperative learner, and having a positive attitude.
7. I will login to StudentVue and Canvas to track my assignments and grades.
8. I will request assistance and tutoring when needed and attend school based tutorials.
9. I will follow LBUSD attendance, discipline, and homework policies.
10. I understand that the use of cell phones and electronic devices are allowed at the teachers' discretion within the classroom, and that I am responsible for the loss of any such items brought on campus.

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## As a **PARENT OR GUARDIAN**, I will carry out the following responsibilities:

1. I will support the academic program of my child by following the attendance guidelines and honoring the instructional minutes of the classroom.
2. I will inform the school of the correct address and telephone number where I can be reached, and I will update any changes so I can always be reached in case of an emergency by completing the annual verification form.
3. I will keep a list of important school phone numbers so that I can contact the appropriate person at Lakewood.
4. I will provide my child with clothing in accordance with the LBUSD Dress Code guidelines to ensure that they view Lakewood as their place of business.
5. I will actively pursue school-based tutoring and support services for my child when needed.
6. I will register for both ParentVue and Canvas to monitor my child's grades and assignments.
7. I will actively check on the physical, social, and mental well-being of my child.
8. I will attend, as I am able, school-based functions to support my child, such as parent conferences, Back-to-School and Open House, performances, sporting events, parent information meetings, etc.
9. My child and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook.

Parent/Guardian: \_\_\_\_\_

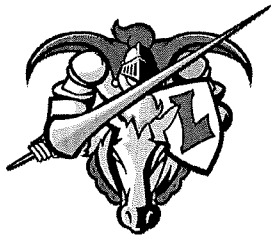
Phone #: \_\_\_\_\_ Date: \_\_\_\_\_

## As a school, the **LAKEWOOD STAFF** will carry out the following responsibilities:

1. We will work as dedicated professionals with our students' best interest as our primary concern.
2. We will provide a content standards-based program that will be equitable, culturally relevant, differentiated, rigorous, and challenging.
3. Our program will address the individual needs of all students, including their social and emotional well-being.
4. We will communicate the content standards, classroom, and homework expectations, and instructional goals to students and guardians.
5. We will communicate to guardians and students on an ongoing basis regarding the academic progress of the students.
6. We will post assignments and grades in LBUSD's Learning Management System, ParentVue and StudentVue to have them available for easy monitoring of student progress.
7. We will ensure a safe, caring, respectful and healthy learning environment where students are challenged daily with motivating and interesting learning experiences in all their classes.
8. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life.
9. We will encourage guardians to attend school functions and visit the campus whether in person or virtually.
10. We will provide opportunities for guardians to participate in improving the Lakewood program through various activities.

Administrator: \_\_\_\_\_

School Phone: (562) 425-1281 \_\_\_\_\_



# LAKEWOOD HIGH SCHOOL

4400 Briercrest Avenue, Lakewood, California 90713

Phone: (562) 425-1281 Fax: (562) 429-3234

*Today's Lancers, Tomorrow's Leaders*

## **Parent/Guardian Involvement Guidelines**

Lakewood High School has developed jointly with the members of School Site Council and distributed to parents or guardians of participating children, the School Parent/Guardian Involvement Guidelines, that contains information required by Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines established Lakewood High School's expectations for parental/guardian involvement and describes how the school will implement a number of specific parental/guardian involvement activities.

### **PART I**

**Lakewood High School agrees to implement the following requirements:**

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

### **PART II**

**Description of how the school will implement required school Parent involvement guidelines components.**

1. Lakewood High School will take the following actions to involve parents or guardians in the joint development and joint agreement of its school Parent/Guardian Involvement Guidelines and its school wide plan under Section 1118(b) of the ESEA. School will update periodically its School Parent/Guardian Involvement Guidelines to meet the changing needs of parents or guardians and the school:
  - Attendance at one of the district trainings or school site training:
    - Responsibilities and Roles of School Site Council (SSC) and members
    - Composition of SSC
    - Budgetary considerations
    - Single Plan for Student Achievement
  - Plan meeting with SSC and ELAC parents or guardians (at a convenient time) to review assessment data, Single plan for Student Achievement and previous year's Parent/Guardian Involvement Guidelines.

- Invite other parents or guardians and stakeholders to attend the meeting via website and announcement window
  - Announce at Back-to-School Night
  - Use School Messenger, website, LMS, ParentVue and StudentVue to announce dates/locations of meetings
- At meeting:
  - Review School Plan, Parent/Guardian Involvement Guidelines. As a group, make changes, deletions or additions as necessary.
  - School Site Council (SSC) must vote to approve the Parent/Guardian Involvement Guidelines. This vote must be stated in the meeting minutes.
- 2. Lakewood High School will take the following actions to distribute to parents or guardians of participating children and the local community, the school Parent/Guardians Involvement Guidelines:
  - SSC & ELAC Meetings
  - Section of Newsletter (Overview of the Week)
  - Main Office Counter
  - Back-to-School Night
  - School Website
- 3. Lakewood High School will provide to parents or guardians of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - Back-to-School Night
  - Parent/Guardian Information Nights
  - Parent/Guardian/Teacher conferences
  - School Newsletters
- 4. Lakewood High School will provide parents or guardians of participating children, if requested by parents or guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
  - Parent/Guardian/Teacher conferences, telephone calls, email, School Messenger, ParentVue
- 5. Lakewood High School will submit to the district any Parent comments if the school wide plan under Section (1114)(b)(2) is not satisfactory to parents or guardians of participating children.

### **PART III**

#### **Shared responsibilities for high student academic achievement**

1. Lakewood High School will build capacity for strong parental/guardian involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:
  - Parent/Guardian/Teacher conferences
  - Parent/Guardian Information Nights
  - District trainings offered for parents or guardians and staff
  - Various academic and booster club events
  - Parent/Guardian education workshops on site
  - Monthly calendars of Parent Workshops posted on district website
  - DCAC and ELAC meetings
  - District website resources: click "P" for Parent Involvement
  - ParentVue Access

- VIPS
- Puntos de padres/tutores
- 2. Lakewood High School brindará asistencia a padres o tutores en comprensión:
  - Los estándares de contenido académico del Estado
  - Las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas.
- 3. Lakewood High School, con la ayuda de su distrito y padres o tutores, educar a sus profesores y demás personal sobre cómo llegar, comunicarse y trabajar con ellos. padres o tutores como socios iguales y construir vínculos entre padres o tutores y escuelas por:
  - Servicios de maestros/personal
- 4. Lakewood High School, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los padres/guardián programas, reuniones y otras actividades, se envía a la padres o tutores de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que padres o tutores puede entender.

#### **PARTE IV**

#### **Componentes de las pautas de participación de padres/tutores en escuelas discrecionales**

NOTA: Las Pautas de participación de padres/tutores de la escuela pueden incluir párrafos adicionales que describan otras actividades discrecionales que la escuela, en consulta con sus padres o tutores, decida realizar para desarrollar la capacidad de participación de los padres o tutores en la escuela para apoyar el rendimiento académico de sus hijos. tales como las siguientes actividades discrecionales enumeradas en la Sección 1118(e) de ESEA:

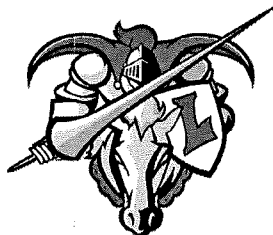
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres/tutores, incluidos los costos de transporte y cuidado infantil, para permitir padres o tutores participar en reuniones y sesiones de formación relacionadas con la escuela;
- Capacitación padres o tutores para mejorar la participación de otros padres o tutores;
- Adoptar e implementar enfoques modelo para mejorar la educación parental/guardián enredo;
- Proporcionar otro apoyo razonable para las actividades de participación de los padres/tutores bajo la Sección 1118 como padres o tutores podrá solicitar.

#### **PARTE V**

#### **Adopción**

Estas Pautas de participación de padres/tutores de Lakewood High School han sido desarrolladas conjuntamente y acordadas por el Consejo de Lakewood High School. Las pautas fueron adoptadas por los miembros del Consejo Escolar el 19 de septiembre de 2023 y estarán vigentes durante el período del año escolar 2023-2024. La escuela distribuirá las Pautas a todos los padres o tutores el 17 de octubre de 2023 o antes. Lakewood High School, cuando sea posible, proporcionará una copia de estas Pautas a los padres o tutores en un idioma que los padres o tutores puedan entender.

  
Firma del Director/ Fecha



# LAKEWOOD HIGH SCHOOL

4400 Briercrest Avenue, Lakewood, California 90713

Phone: (562) 425-1281 Fax: (562) 429-3234

*Today's Lancers, Tomorrow's Leaders*

## **Pautas para la participación de padres/tutores**

Lakewood High School ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a los padres o tutores de los niños participantes, las Pautas de participación de padres/tutores escolares, que contienen información requerida por la Sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecieron las expectativas de Lakewood High School para la participación de los padres/tutores y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres/tutores.

### **PARTE I**

**Lakewood High School se compromete a implementar los siguientes requisitos:**

- Desarrollar conjuntamente con padres o tutores y distribuir a padres o tutores de participativo niños, una escuela Padre/Guardiun Directrices de Participación que la escuela y padres o tutores de los niños participantes están de acuerdo.
- Notificar padres o tutores sobre las Pautas de participación de padres/tutores de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá lasese Directrices para padres o tutores o tutores en un idioma el padres o tutores puede entender.
- Poner a disposición de la comunidad local las pautas de participación de padres/tutores en la escuela.
- Actualizar periódicamente la escuela Padre/GuArdiano Directrices de participación para satisfacer las necesidades cambiantes de padres o tutores y la escuela. El Consejo Escolar (SSC) debe aprobar estas pautas anualmente.
- Acepta regirse por la siguiente definición legal de participación de padres/tutores y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

### **PARTE II**

**Descripción de cómo la escuela implementará los componentes requeridos de las pautas escolares de participación de los padres.**

1. Lakewood High School tomará las siguientes acciones para involucrar padres o tutores en el desarrollo conjunto y acuerdo conjunto de sus Pautas de Participación de Padres/Tutores de la escuela y su plan para toda la escuela bajo la Sección 1118(b) de la ESEA. La escuela actualizará periódicamente sus Pautas de participación de padres/tutores escolares para satisfacer las necesidades cambiantes de padres o tutores y la escuela:
  - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar:
    - Responsabilidades y funciones del Consejo Escolar (SSC) y sus miembros
    - Composición del SSC
    - Consideraciones presupuestarias
    - Plan Único para el Rendimiento Estudiantil
  - Reunión de planificación con SSC y ELAC padres o tutores (en un momento conveniente) para revisar los datos de las evaluaciones, el plan único para el rendimiento estudiantil y las pautas de participación de padres/tutores del año anterior.

- invitar a otros padres o tutores y partes interesadas para asistir a la reunión a través del sitio web y la ventana de anuncios
  - Anuncio en la noche de regreso a clases
  - Utilice School Messenger, sitio web, LMS, ParentVue y StudentVue anunciar fechas/lugares de reuniones
  - En la reunión:
    - Revisar el plan escolar y las pautas de participación de padres/tutores. Como grupo, realice cambios, eliminaciones o adiciones según sea necesario.
    - El Consejo Escolar (SSC) debe votar para aprobar las Pautas de participación de padres/tutores. Este voto deberá constar en el acta de la reunión.
2. Lakewood High School tomará las siguientes medidas para distribuir a padres o tutores de los niños participantes y la comunidad local, la escuela Padres/Guardianos Pautas de participación:
    - Reuniones del SSC y ELAC
    - Sección de Boletín (Resumen de la semana)
    - Mostrador de la oficina principal
    - Noche de regreso a clases
    - Sitio web de la escuela
  3. Lakewood High School proporcionará a padres o tutores de los niños participantes una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
    - Noche de regreso a clases
    - Noches de información para padres/tutores
    - Padre/Guardiano/Conferencias de profesores
    - Boletines escolares
  4. La escuela secundaria Lakewood proporcionará padres o tutores de los niños participantes, si así lo solicita padres o tutores, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos:
    - Padre/Guardián/Conferencias con profesores, llamadas telefónicas, correo electrónico, Escuela Mensajero, ParentVue
  5. Lakewood High School presentará al distrito cualquier comentario de los padres si el plan escolar bajo la Sección (1114)(b)(2) no es satisfactorio para padres o tutores de los niños participantes.

### **PARTE III**

#### **Responsabilidades compartidas para un alto rendimiento académico de los estudiantes**

1. Lakewood High School desarrollará la capacidad para una fuerte participación de los padres/tutores con el fin de garantizar una asociación efectiva entre padres/escuela y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
  - Padre/Guardián/Conferencias de profesores
  - Noches de información para padres/tutores
  - Se ofrecen capacitaciones distritales para padres o tutores y personal
  - Varios eventos académicos y de clubes de refuerzo.
  - Talleres educativos para padres/tutores en el sitio
  - Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
  - Reuniones de DCAC y ELAC
  - Recursos del sitio web del distrito: haga clic en "P" para participación de los padres
  - Acceso a ParentVue

- VIPS
- Parent/Guardian Points
- 2. Lakewood High School will provide assistance to parents or guardians in understanding:
  - The State's academic content standards
  - The State and local academic assessments including alternate assessments
- 3. Lakewood High School will, with the assistance of its district and parents or guardians, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents or guardians as equal partners and build ties between parents or guardians and schools by:
  - Teacher/Staff in-services
- 4. Lakewood High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents or guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents or guardians can understand.

#### **PART IV**

##### **Discretionary school parental/guardian involvement guidelines components**

NOTE: The school Parental/Guardian Involvement Guidelines may include additional paragraphs describing other discretionary activities that the school, in consultation with its parents or guardians, chooses to undertake to build parents or guardians' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Paying reasonable and necessary expenses associated with parental/guardian involvement activities, including transportation and child care costs, to enable parents or guardians to participate in school-related meetings and training sessions;
- Training parents or guardians to enhance the involvement of other parents or guardians;
- Adopting and implementing model approaches to improving parental/guardian involvement;
- Providing other reasonable support for parental/guardian involvement activities under Section 1118 as parents or guardians may request.

#### **PART V**

##### **Adoption**

This Lakewood High School Parental/Guardian Involvement Guidelines has been developed jointly with, and agreed upon by the Lakewood High School Council. The guidelines were adopted by the School Site Council Members on September 19, 2023 and will be in effect for the period of 2023-2024 school year. The school will distribute the Guidelines to all parents or guardians on or before October 17, 2023. Lakewood High School, when feasible, will provide a copy of these Guidelines to parents or guardians in a language the parents or guardians can understand.

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Signature of Principal / Date