



Lakewood High School

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

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

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

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

DELAC Recommendations:

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

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

LHS ILT convened on 8/21/25 to review data from the 2024-2025 school year, Identify areas of need and growth as follows for District Board Goal 4: ELs, LTELs are about 10% below the regular population while AA are consistent with the rest of the population. Homeless are consistent with the rest of the population. SDC/SWD are also consistent with the general population however, the majority of students are taking SDC classes for ELA. SED out performed these groups.

Between 2024 and 2025, overall performance in grade 11 English Language Arts SBAC improved, with all students moving from 15.6 points below standard to 7.4 points below standard, indicating measurable progress toward grade-level expectations. English Learners demonstrated significant improvement, moving from 110.5 points below standard in 2024 to 6.5 points below standard in 2025, reflecting substantial gains. Students with disabilities showed improvement from 127.8 points below standard to 108.3 points below standard, though they remain well below standard. Long Term English Learners remained a high-need group, with performance shifting slightly from 124.6 points below standard in 2024 to 126.7 points below standard in 2025, indicating minimal change. African American students, students experiencing homelessness, and socioeconomically disadvantaged students improved to the same performance level as all students in 2025, closing subgroup gaps that were present in 2024.

ELA Goals

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 13% in June 2023 to 0% by June 2028.

Annual Targets	Goal	2023	2025	Actual	2025	2026	2026 Goal	2028	June	Group	Baseline						
66%	Disparity	13%	0%	7%	4%	0%	0%	Interim Goals	4a	By June 2028, 85% of 9th-12th grade Black/African American students will receive a C or better in their English Language Arts A-G courses, up from 77% in June 2023.	June	B/AA	44%	49%	56%	59%	56%
80%		81%	91%	85%	Disparity	4%	1%	2%	2%	0%	0%	June	B/AA	77%	89%		

The English department will collect baseline data for SBAC, ELPAC, and writing data and use it to identify at-risk students for targeted support groups.

African American students in grade 11 will increase performance on the English Language Arts SBAC assessment so that a greater proportion move toward meeting grade-level standards, reducing the current 60.4-point gap below standard.

English Learners in grade 11 will improve outcomes on the English Language Arts SBAC assessment to move closer to meeting grade-level standards, reducing the current 110.5-point gap below standard.

Students experiencing homelessness in grade 11 will increase achievement on the English Language Arts SBAC assessment to progress toward meeting grade-level standards, reducing the current 46.6-point gap below standard.

Long-Term English Learners in grade 11 will demonstrate improved performance on the English Language Arts SBAC assessment to move toward meeting grade-level standards, reducing the current 124.6-point gap below standard.

Students with disabilities in grade 11 will increase performance on the English Language Arts SBAC assessment to move closer to meeting grade-level standards, reducing the current 127.8-point gap below standard.

Socioeconomically disadvantaged students in grade 11 will increase performance on the English Language Arts SBAC assessment to move toward meeting grade-level standards, reducing the current 27.9-point gap below standard.

Data is reviewed monthly and quarterly by department with their supervising Administrator. Progress monitoring and data review will be completed quarterly by SSC.

Action plan summary:

The action plan centers on strengthening Tier I English Language Arts instruction and expanding targeted interventions to increase the percentage of grade 11 students meeting grade-level standards on the SBAC assessment. Teachers will implement common formative assessments aligned to priority standards, engage in collaborative planning to refine instructional strategies, and integrate structured writing, academic discourse, and text-based analysis across the curriculum. Targeted supports, tutoring, and focused small-group instruction, will prioritize English Learners, Long Term English Learners, students with disabilities, African American students, students experiencing homelessness, and socioeconomically disadvantaged students. Professional learning will emphasize differentiation, culturally responsive practices, and scaffolding strategies to ensure access to rigorous grade-level content. The overall focus is to strengthen core instruction while strategically intensifying support for students who have not yet met standards, with the goal of closing performance gaps and increasing overall proficiency.

Comprehensive Needs Assessment: Mathematics

Math Findings

LHS ILT convened on 8/21/25 to review data from the 2024-2025 school year, Identify areas of need and growth as follows for District Board Goal 3 & 4 for math: Els, LTELs are about 25% below the regular population while AA are about 7% below the rest of the population. Homeless are about 15% below the rest of the population. SDC/SWD are also 15% below the general population however, the majority of students are taking SDC classes for math. Overall, our students are not progressing as well in math as they are the other subjects.

Between 2024 and 2025, grade 11 mathematics SBAC performance showed overall improvement across most student groups, with all students moving from 112.9 points below standard to 101.4 points below standard, reflecting an 11.4-point increase. African American students improved from 152.1 to 137.8 points below standard, Hispanic students improved from 118.4 to 105.1 points below standard, and English Learners showed notable gains from 178.5 to 148.2 points below standard, representing the largest increase at 30.3 points. Socioeconomically disadvantaged students improved modestly from 123.9 to 118.1 points below standard, while Long Term English Learners moved from 195.9 to 177.6 points below standard and students with disabilities improved from 189.2 to 177.4 points below standard. In contrast, students experiencing homelessness declined slightly, moving from 128.1 points below standard in 2024 to 131.2 points below standard in 2025, indicating a need for continued targeted support for this subgroup.

Math Goals

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.

Month	Group	Baseline	Annual Targets	Goal	2023	2025	Actual	2025	2026	2026	Goal	2028	June	B/AA	70%
60%	72%	75%	66%	80%	Disparity	5%	5%	3%	2%	3%	0%	Interim Goals	3c	By June 2028, TBD%	of
Black/African American students in grades 4-9 will meet or exceed grade-level standards on the District math common assessments, up from TBD% in June 2026. [Baseline data, annual goals and targets will be established in August 2026]															
June	B/AA	N/A	N/A	N/A	[Baseline]	56%	TBD								

All students in grade 11 will improve performance on the mathematics SBAC assessment to move toward meeting grade-level standards, addressing the current performance level of 112.9 points below standard as indicated in the 2024 academic performance data.

African American students in grade 11 will increase achievement on the mathematics SBAC assessment to move toward meeting grade-level standards, reducing the current 152.1-point gap below standard reflected in the 2024 data.

Hispanic students in grade 11 will improve outcomes on the mathematics SBAC assessment to move toward meeting grade-level standards, reducing the current 118.4-point gap below standard shown in the 2024 data.

English Learners in grade 11 will increase performance on the mathematics SBAC assessment to move toward meeting grade-level standards, addressing the current 178.5-point gap below standard identified in the 2024 data.

Socioeconomically disadvantaged students in grade 11 will improve mathematics SBAC performance to move toward meeting grade-level standards, reducing the current 123.9-point gap below standard based on the 2024 indicators.

Students experiencing homelessness in grade 11 will strengthen mathematics SBAC performance to move toward meeting grade-level standards, building on maintained performance at 128.1 points below standard in the 2024 data.

Long Term English Learners in grade 11 will increase achievement on the mathematics SBAC assessment to move toward meeting grade-level standards, addressing the current 195.9-point gap below standard reflected in the 2024 data.

Students with disabilities in grade 11 will improve performance on the mathematics SBAC assessment to move toward meeting grade-level standards, reducing the current 189.2-point gap below standard indicated in the 2024 academic performance indicators.

Action Plan Summary:

Math teachers will refine essential standards, implement common formative assessments, and align instructional strategies to emphasize problem-solving, academic language development, and standards-based tasks. Teachers will incorporate small-group instruction, and tutoring opportunities to prioritize African American students, Hispanic students, English Learners, Long Term English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness. Professional learning and collaboration will center on differentiation, scaffolding, and culturally responsive instructional practices to ensure access to rigorous grade-level content. The overall intent is to strengthen core instruction, and intensify support where needed to reduce performance gaps and increase the percentage of students meeting grade-level standards.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Over 90% of EL students have completed iReady exam. Lakewood has an above 90% ELPAC completion rate year over year. ELPI progress: 40 students decreased (26.8%), 40 students maintained (30.2%), and 64 progressed (43%). Almost 75% of EL students maintained or progressed on the ELPAC.

Between 2024 and 2025, the English Learner Progress Indicator showed overall improvement in the percentage of students making progress toward English language proficiency or maintaining the highest level, with all English Learners increasing to 40.1% making progress, a gain of 5.5 percentage points from 2024. Long-Term English Learners also demonstrated improvement, increasing from 34.4% making progress in 2024 to 37.1% in 2025, reflecting a 2.7 percentage point gain and indicating positive movement following prior declines in maintenance rates.

English Learner Goals

By June 2028, staff will ensure that 100% of English Learner (EL) students will have all required evaluations, necessary intervention plan recommendations, documentation, and program updates completed by the regular deadlines established for the current school year up from 0% (baseline) in June 2025. 75% 75% 100%

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.

English Learner students, including Long-Term English Learners, will increase the percentage making progress toward English language proficiency and maintaining the highest proficiency level, improving upon the 2024 outcomes in which 34.4% of Long-Term English Learners made progress and the maintenance rate declined by 1.2%.

Action Plan summary:

The action plan prioritizes strengthening designated and integrated English Language Development (ELD) to accelerate language acquisition and support timely reclassification. Teachers will embed structured academic language routines, sentence frames, collaborative discourse protocols, and explicit vocabulary instruction into daily lessons to promote language development within rigorous grade-level content. Designated ELD courses will focus on targeted skill development aligned to ELPAC domains, with differentiated supports for Long-Term English Learners to address persistent language gaps. Intervention opportunities, including small-group instruction and tutoring, will provide additional practice in reading, writing, speaking, and listening. Professional learning will emphasize effective scaffolding strategies, formative language assessment, and cross-curricular alignment to ensure coherence in language instruction. The overall goal is to strengthen consistent language growth, increase reclassification rates, and support sustained English proficiency for all English Learners.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

For 24-25, Lakewood HS African American students averaged 75% favorable Sense of Belonging on the Pulse Survey. For 1st administration 25-26, AA students scored 61% favorable on Sense of Belonging. This represents a decrease of 14 %.

Suspension Data = AA, LTELs in red while ELs, homeless, 2+, SED, and SWD are in Orange. All other subgroups are yellow, green and blue.

Between 2024 and 2025, suspension rates increased slightly overall, with 5.9% of all students suspended at least one day in 2025, reflecting a 0.3% increase from 2024. African American students experienced a continued increase, with suspension rates rising to 14.1% in 2025, an increase of 1.3%, while Asian students maintained relatively stable rates at 2.9%, reflecting a slight 0.2% decrease. Pacific Islander students showed notable improvement, with suspension rates declining to 4.9% in 2025, a decrease of 3.8% following a significant increase in 2024. Additional subgroup data for 2025 indicate that students experiencing homelessness had a suspension rate of 9.1%, representing a 2.1% increase, socioeconomically disadvantaged students had a rate of 7.9%, a 0.6% increase, and students identifying as two or more races had a suspension rate of 8.7%, reflecting a 3.7% increase, highlighting ongoing disparities that require continued monitoring and targeted supports.

Graduation Rates - Asian, Homeless, and SWD are in the orange. Our Asian population is small so we anticipate that even 1 student who didn't graduate would have a significant impact.

College & Career - For 2024, 4 subgroups were in orange: Homeless, SED, Asian, Hispanic & White. No subgroups are in red. For 2025, 3 subgroups are in the orange: English Learners, LTELs, and SWDs. No students were in red. We questioned what the metrics were to identify these subgroups and their progress. I got this info from the CA Dashboard: Lakewood High School: Academic Performance: College/Career

Culture/Climate Goals

By June 2028, schools will achieve or maintain at least 80% favorable responses for sense of belonging as measured by the Pulse Survey and reduce any gap to 0% between students of color and all other students. Baseline data based on Winter 24-25 Pulse survey

Disparity	72%	77%	77%	80%	+2%	1%	0%	0%
-----------	-----	-----	-----	-----	-----	----	----	----

By June of 2028, AA and LTEL student suspension will improve to orange and all others will improve to yellow, green or blue. The school will reduce the percentage of students suspended at least one day by implementing consistent, preventative, and restorative practices, addressing the 2024 increases for all students (0.4%) and for African American students (12.7%, +0.5%), Asian students (3.1%, +1.2%), and Pacific Islander students (8.7%, +5.7%).

By June of 2028, all subgroups will graduate in yellow, green, or blue.

By June of 2028, all subgroups will be college and career ready in yellow, green, or blue. Lakewood will increase the percentage of high school graduates placed in the "Prepared" level on the College/Career Indicator by addressing the 2024 outcome in which 44.3% of all students were prepared, reflecting a 5.8% decline.

Data is reviewed monthly and quarterly by pathway with their supervising Administrator. Progress monitoring and data review will be completed quarterly by SSC.

Action plan summary:

The action plan centers on strengthening schoolwide systems that promote belonging, academic success, and postsecondary readiness through proactive, student-centered practices. To increase students' sense of belonging, the school will expand advisory structures, culturally responsive engagement strategies, and student voice opportunities for students of color and other identified groups. To reduce suspensions, staff will implement consistent restorative practices, strengthen positive behavior supports, and provide professional learning focused on de-escalation, implicit bias awareness, and relationship-building, with particular attention to African American students and Long-Term English Learners. To improve graduation rates and college/career readiness, the school will enhance credit recovery systems, expand A–G course access and completion supports, increase pathway alignment and work-based learning opportunities, and provide individualized academic counseling to ensure students remain on track for graduation and postsecondary options. The overall focus is to build coherent, preventative systems that address barriers early, close subgroup gaps, and increase positive outcomes across belonging, behavior, graduation, and college/career readiness by 2028.

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) 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.</p> <p>2) 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</p>	Goal Partially or Not Met	<p>Increased by 2 Incentive medallions offered and SBAC tutorials AA: increased by 11 EL: decreased by 2 Homeless: increased by 18 SPED: increased by 8</p>	To align with LBUSD goals and guardrails, adopt Goal 4 - College and Career Readiness: By June 2028, 85% of 9th-12th grade Black/African American students will receive a C or better in their English Language Arts A-G courses, up from 77% in June 2023.

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 Elevation 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

	<p>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.</p>			
Math	<p>1) Academic SMART Goals: Goal #1 Literate & Mathematically Prepared Students SBAC: ELA will increase 6% from 50% to 56%; Math will increase 6% from 11% to 17%. Edulastic Prior year results will increase each unit for both Math and ELA</p>	Goal Met	Overall increased by 9	To align with LBUSD goals and guardrails, adopt 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.
English Learner	<p>1) 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</p>	Goal Partially or Not Met	Attendance decreased by 1 D/F increased by 3	Assigned new EL Coordinator to teach beginning EL students. High ABC rate for Q1 25-26.

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

2) 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

	<p>2) EL coordinator will meet with EL students that have low attendance and offer resources to support their needs</p> <p>3) All teachers will be provided with resources to support ELs and SPED (ELLevation and Universal Design for Learning 3) 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.</p>			
Culture/Climate	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	Goal Partially or Not Met	<p>Belonging: increased by 1 Support: increased by 4 Self-efficacy: increased by 3</p> <p>D/F rate decreased by 3</p>	Shift focus from Core to Pulse Survey per LBUSD guardrail 3 0 educational and racial equity. Administrators participate in Liberatory Design project to address equity dilemma, aligned with RSVP, and Center for Black Excellence listening sessions to support improvement in Pulse Survey.

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

D/F rate decrease due to Equitable Grading Policy.

<p>Saturday School by pathway)</p> <ul style="list-style-type: none">- 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>Attendance:</p> <ul style="list-style-type: none">- Pathway Attendance Competition			
---	--	--	--

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Morato, Holmes, Heard, Cherewick, Sereno, Tierney, Lengor, Gerritsen, Monarrez, Brandts, Buelle, Buchanan</p> <p>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.</p> <p>Agenda (as time allows):</p> <ol style="list-style-type: none"> 1. Finalize ELA Syllabus <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Strategies to increase reading and writing literacy for BIPOC, EL Students, Special Education <p>(PD 4)</p>	<p>Strong Positive Impact</p>	<p>(Does not apply to this goal)</p>	<p>(Does not apply to this goal)</p>	<p>(Does not apply to this goal)</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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 (PD 1)	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)
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. (PD 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
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 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
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. (SM 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The following teachers are requesting 8 hours each to plan for BTC Geometry lessons this summer: Catalan, Brown, Caine, Contreras, Harke. (PD 3)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
The following teachers are requesting 8 hours each to plan for BTC Algebra lessons this summer: Contreras, Hardin, Caine, Zell . (PD 2)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
LCFF Funds to pay for a Science Department College Aide to assist with hands on labs, manage equipment and materials for the Department. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
15 AP teachers will have 6 hours each to provide additional review support session prior to students taking their AP exams. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Stipend for Link Crew & incoming 9th grade meeting to begin the ""sense of belonging"", tour of campus, etc.... 2 teachers (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 11)	Limited or no impact	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
Students pursue a balanced, integrated literacy program of	Interim Assessments	My Perspectives, 2017, Pearson

literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

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:

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:

- 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

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

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

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

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and 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</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios 	<p>My Perspectives, 2017, Pearson</p>

tracing.

Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

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

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

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

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

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks

- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to 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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p>

Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

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

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently

manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Precalculus

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

4th Year Options

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:
Introduction to Applied Math (not A-G)
Intro to Data Science (IDS)

Functions, Statistics & Trigonometry (FST)
 Finite Math
 AP Statistics
 AP Calculus (AB or BC)

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

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Yearbook students and graphic design students use the Adobe Creative Suite to complete assignments. Pathway Certification 100	57 subscription licenses for Adobe CC	All Students	LCFF \$285 Materials - LCFF 100%	08/26/2025 - 06/11/2026 Daily	Charla Brummel	Completion of course and yearbook Pathway Certification 100
We have a team participating. Other 100	Registration Fees for Academic Decathlon	Other Targeted Students	LCFF \$442 Services - LCFF 100%	01/15/2026 - 06/30/2026 Annually	Mona Merlo	Mona Merlo Other 100
Black History Month - additional recognition and experience for our students Culture-Climate Survey (Student-Staff) 100	NJROTC - Fieldtrip - Bus and 2 substitutes for Black History Month and Battleship IOWA My name is Mike Nguyen and I	Other Targeted Students	LCFF \$1,700 Services - LCFF 100%	02/24/2026 - 02/24/2026 Other	Mona Merlo Jorge Tapia	Mona Merlo Culture-Climate Survey (Student-Staff) 100

am the Programs Director aboard the Battleship IOWA. I would like to invite you, your fellow teachers, and your students to attend our annual Gravely Celebration, in honor of Vice Admiral Samuel L. Gravely, Jr. (1922 - 2004). In 1962, Vice Admiral Gravely became the first African American to take command of a U.S Navy combatant ship. He continued to break barriers throughout his career, becoming the first African American commander, captain, rear admiral, and vice admiral of the U.S Navy before retiring. About the event: Cost: Free! Theme: Resilience and Opportunity: A conversation about how to turn challenging moments into positive

	<p>opportunities. Date: Friday, February 24, 2026 Time: 11:30am -1:30pm</p> <p>Programming: Tanya Acker, co-host of CBSâ€™™ Hot Bench and host of The Tanya Acker Show podcast, will moderate a discussion with guest speakers: Los Angeles Harbor Commissioner Lee Williams and Director of Operations for APM Terminals Camron York, and more!</p>					
Student and facility safety and well being. Other 100	Hire 2 rec aides to monitor hallways and restrooms for 18 hours each a week for 1/2 year. 2 half year entered as 1 full year expense.	All Students	LCFF \$16,242 Recreation Aide .475 FTE - LCFF 100%	01/05/2026 - 06/10/2026 Daily	Lloyd Wilson Mario Morales	Mona Merlo Other 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
AI detector AP Participation/Pass 100	Annual license cost for the adoption of GPTZero for use in AP Lang., AP Lit., and AP Seminar. Essential tool for grading in AP and English classes.	All Students	LCFF \$199 Materials - LCFF 100%	10/09/2025 - 06/11/2026 Daily	Sandra Brandts Irma Magana Armida Monarrez Lawrence Brown	AP Pass Rates, ABC rates AP Participation/Pass 100
9th grade success depends upon a successful transition to high school. Culture-Climate Survey (Student-Staff) 100	9th grade BTSC Bridge/Link Crew event for transition to high school. 16 teachers to support the students and event for 3 hours each.	Other Targeted Students	LCFF \$4,664 Teacher Hourly Extra Comp (16) for 3 hours annually - LCFF 100%	08/21/2025 - 08/21/2025 Annually	Nichole McDaniel Aubray Zell Mona Merlo	Mona Merlo Culture-Climate Survey (Student-Staff) 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
New content for teachers currently on staff. Core Curriculum 50, Elective Curriculum 50	Jessica Contreras to support 2 new teachers teaching the intervention course Digital Literacy for Odyssey pathway and general elective for students in need. Rachel Thron to support Thanh Tang with the new IDS curriculum through UCLA as a first year teacher of the content. All teachers are being given 8 hours for collaboration.	Targeted Staff	LCFF \$3,887 Teacher Hourly Extra Comp (5) for 8 hours annually - LCFF 100%	08/19/2025 - 06/01/2026 Other	Jessican Contreras John Ottina Angela Merrill Rachel Thron Thanh Tang	Mona Merlo Core Curriculum 50, Elective Curriculum 50

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
To ensure a culture and climate of support and collaboration between staff, students, and families. Culture-Climate Survey (Student-Staff) 100	Targeted staff to meet, plan, contact, and meet with targeted students and parents involved in altercations/discipline at the end of the 24-25 school year. Students will be placed on academic, behavioral, and attendance contracts with explicit expectations for the 25-26 school year.	Other Targeted Students	LCFF \$2,218 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%	08/01/2025 - 08/12/2025 Other	Lloyd Wilson Mario Morales	Mona Merlo Culture-Climate Survey (Student-Staff) 100

<p>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%. Attendance/Chronic Absenteeism Rate 100</p>	<p>Current 50% IOA has taken a full time position at another location. Our request is to be allowed to hire a sub IOA in her absence to support the text book room for the opening of school. 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 scheduleing of SART Conferences and sending home certified letters regarding attendance along with assisting with Parent Information meetings.</p>	<p>African-American, English Learners, Foster, Homeless, Low SES, Special Education, Hispanic</p>	<p>LCFF \$49,888 Intermediate Office Assistant .5 FTE - LCFF 100%</p>	<p>08/26/2025 - 06/11/2026 Daily</p>	<p>Assistant Principal in charge of Attendance Principal</p>	<p>chronic attendance SART letters Parent Workshops Attendance/Chronic Absenteeism Rate 100</p>
--	--	---	---	--------------------------------------	--	---

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
Establishing a lab for all Odyssey science and CTE classes to use for experiments and ongoing observation labs. Pathway Certification 100	8 hours allocated to organizing and establishing the Odyssey Lab in room 7206.	Other Targeted Students	LCFF \$800 Services - LCFF 100%	08/01/2025 - 10/01/2025 Other	Yassi Khroulamor Chris Thyden Sashya Tullo	Mona Merlo Pathway Certification 100
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 \$6,975 College Student Aide (1) for 324 hours annually - LCFF 100%	01/20/2026 - 06/15/2026 Weekly	Lloyd Wilson Maria Torres	Mona Merlo Core Curriculum 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
In lieu of detention and with a restorative mindset for correcting behaviors, we are using the modules to encourage students to make better decisions while on campus. Culture-Climate Survey (Student-Staff) 100	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.	Other Targeted Students	LCFF \$3,583 Materials - LCFF 100%	07/15/2025 - 06/30/2026 Daily	Mario Morales Emil Espejo Lloyd Wilson	Lloyd Wilson Mona Merlo Culture-Climate Survey (Student-Staff) 100

<p>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</p>	<p>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.</p>	<p>Foster, Homeless, Identified At-Risk Students, Special Education</p>	<p>LCFF \$26,035 Health Assistant .475 FTE - LCFF 100%</p>	<p>08/26/2025 - 06/11/2026 Daily</p>	<p>Nurse Vice Principal</p>	<p>Health Technician will create an Intervention Tracker for our medically fragile and chronic illness students to document support and outreach. Other 100</p>
--	--	---	--	--	-----------------------------	---

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
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 \$8,745 Teacher Hourly Extra Comp (15) for 6 hours annually - LCFF 100%	03/01/2026 - 05/20/2026 Annually	Sashya Tullo Kari Michelotti	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.... 2 teachers	Other Targeted Students	LCFF \$3,109 Teacher Hourly Extra Comp (2) for 16 hours annually - LCFF 100%	08/01/2025 - 08/30/2025 Annually	Aubray Zell Nicole McDaniel	Merlo Culture-Climate Survey (Student-Staff) 100
Custodians will clean each computer lab during the summer. TISB will not be rebuilding the computer labs. The teachers will need to rebuild the labs to prepare for their classes. Basic Services 100	Computer lab rebuild after summer cleaning.	Other Targeted Students	LCFF \$4,664 Teacher Hourly Extra Comp (6) for 8 hours annually - LCFF 100%	07/02/2025 - 08/20/2025 Annually	Thomas McNamee, John Ottina, Jack Opkins, Michael Hollis, Charla Avery, David Schmidt	Mona Merlo Basic Services 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Collaboration and professional development EL Reclassification 100	3 teachers new to their course subject will be provided up to 16 hours for collaboration and preparation of the curriculum and lesson plans.	English Learners, All Students	LCFF \$4,251 Teacher Hourly P Schedule (3) for 16 hours annually - LCFF 100%	07/01/2025 - 10/28/2025 Weekly	Kristina Kim Lalita Buchanan Michael Hollis	Teacher evaluation and supervision formal and informal. EL Reclassification 100
Constant phone call inquiries as to how parents/student get the information and processes that they need to be fully engaged with the school culture. D/F Rate 40, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 30	CSA who supports our social media will be working with our Office and Counseling office to create FAQ videos to support the start and opening of the school year. Videos will provide information for parents and student while also promoting LHS through social media platforms.	All Parents, All Students	LCFF \$1,122 Hourly - Campus Staff Assistant (1) for 25 hours annually - LCFF 100%	07/15/2025 - 12/20/2025 Weekly	Lloyd Wilson Elena Ruiz Candice Calderon-Lem	Mona Merlo D/F Rate 40, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 30

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
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 \$3,109 Teacher Hourly Extra Comp (4) for 8 hours annually - LCFF 100%	08/01/2025 - 08/31/2025 Annually	Sashya Tullo coordinating but not participating - no pay Becky Ford Becky Ford Tom McNamee Chris Murphy Yassi K.	Mona Merlo Other 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		<p>LHS provided Lancer Launch for a target group of students to spend a morning with LHS Male and Female Academy students to begin the "Sense of Belonging" journey to becoming a Lakewood Lancer.</p> <p>All students and their families were invited to attend the Link Crew Assembly for students and Parent Orientation for families.</p> <p>Following these events, students and families received their class schedules and toured the campus, purchased pe gear, school spirit ware, and othe related school experiences.</p>

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
Provide a snapshot of school-wide classroom instruction Core Curriculum 100	Department heads for VAPA, Science, Social Science, and World Language require half day subs to participate in Internal Learning Walk (ILW).	LCFF \$610 Substitute teacher half day (4) for 1 days - LCFF 100%	10/21/2025 - 10/21/2025 Semester	Admin DH Principal supervisor	School-wide implementation of QCI
Organize ATM's new direction Other College Readiness Measures 100	Revise ATM pathway beginning with the class of 2030 for recruiting purposes.	LCFF \$610 Substitute teacher half day (2) for 2 days - LCFF 100%	10/15/2025 - 06/11/2026 Semester	Amanda White Tom McNamee	Updated recruiting materials and increased ATM applications
To set the goals and action plans for the 2025-2026 school year. Culture-Climate Survey (Student-Staff) 50, Other 50	ILT Data Day - 8 teachers paid through District, 7 teachers paid through LCFF. ILT will share data, review goals and create action plans on Friday, 8/22/25 Pupil Free Day.	LCFF \$2,041 Teacher Hourly Extra Comp (7) for 3 hours annually - LCFF 100%	08/21/2015 - 08/21/2025 Other	Admin Pathway Leads Department Heads	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.

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

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

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

State Programs *	Allocation
LCFF	198660

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

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

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Mona Merlo	06-30-2026
Staff	Classroom Teacher	Chris Thyden	06-30-2027
Staff	Classroom Teacher	Samuel Cherewick	06-30-2026
Staff	Classroom Teacher	Lalita Buchanan	06-30-2026
Staff	Classroom Teacher	Kristina Kim	06-30-2027
Staff	Other School Personnel	Sashya Tullo	06-30-2027
Community	Parent/Community Member	████████ Moutra	06-30-2026
Community	Parent/Community Member	████████ Daniels	06-30-2027
Community	Parent/Community Member	████████ Donnell	06-30-2027
Community	Student	N ██████████	06-30-2026
Community	Student	V ██████████	06-30-2027
Community	Student	A ██████████	06-30-2027

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Lara
DELAC Representative	Parent of EL Student (required)	██████ Acuna
Principal or Designee	Staff Member (required)	Sashya Tullo
Secretary	Parent of EL Student (required)	██████ Lopez

Name	Representing
------	--------------

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/16/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Customer service training for office workers Tutoring on Saturdays Once per semester, one on one meetings between counselor and family
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/21/2025
6. What was SSC's response to ELAC recommendations?	SSC agrees with recommendations, however, it is contingent upon compensation through Title 3 versus LCFF for tutoring and one-on-one counseling costs. Does it have to be counselors doing the reach out, or can other staff such as teachers, parents, etc. (if appropriate)?

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 10/21/2025
2. SSC approved the **Home-School Compact** on 11/18/2025
3. SSC approved the **Parent Involvement Guidelines** on 11/18/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/18/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

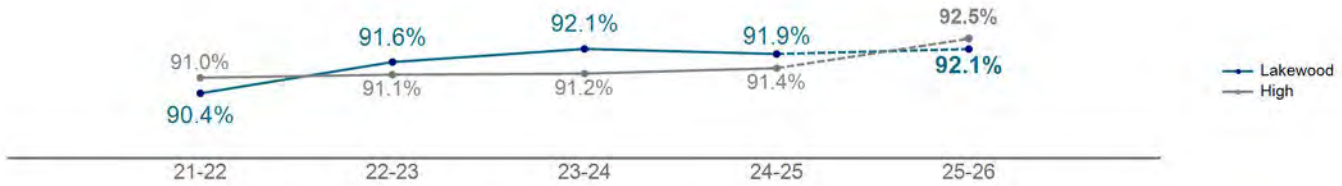
Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Attendance Rate

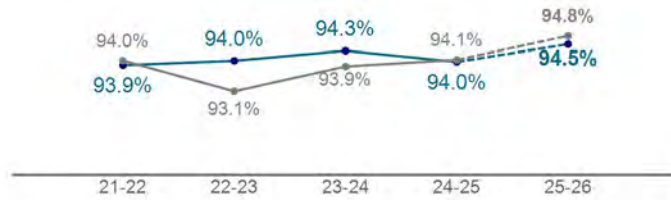
Lakewood
All Students
N = 2,118



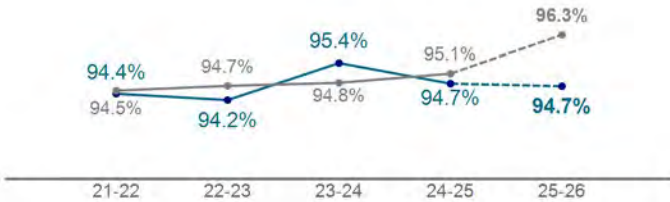
African American
N = 396



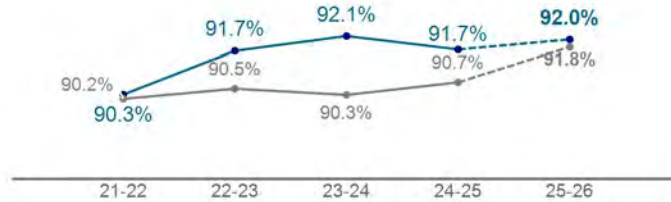
Asian
N = 147



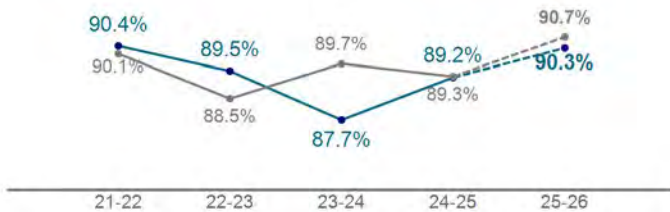
Filipino
N = 59



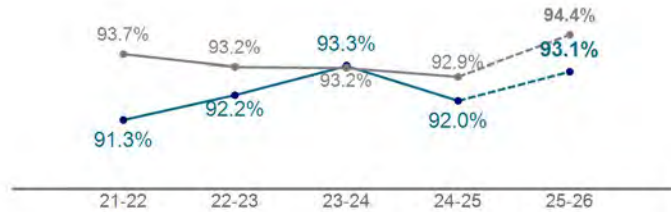
Hispanic
N = 1,202



Pacific Islander
N = 34



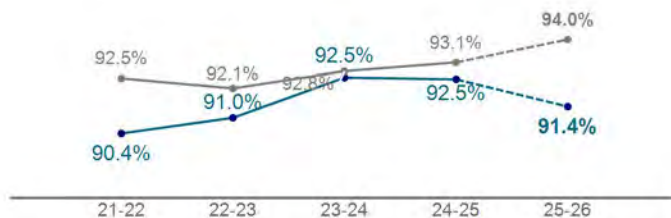
White
N = 149



Native American

Subgroup with fewer than 20 students.

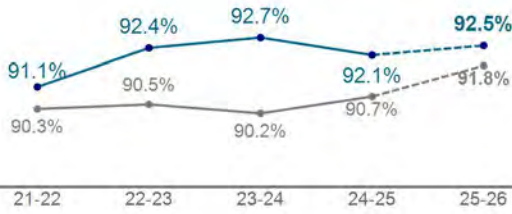
Other
N = 130



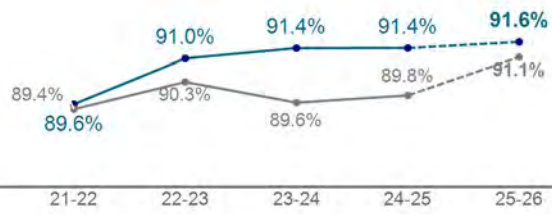
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

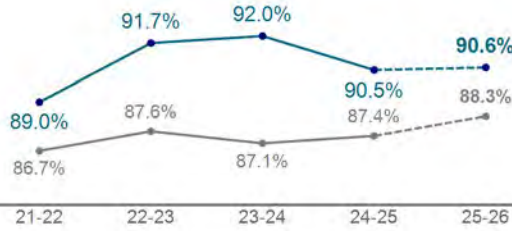
EL + RFEP
N = 582



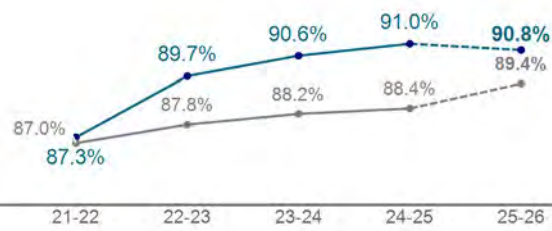
Low SES
N = 1,272



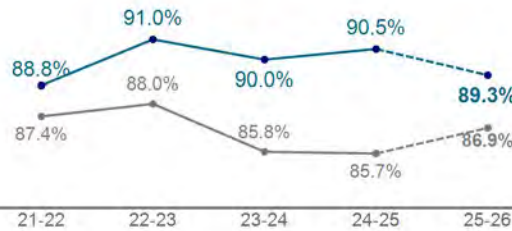
English Learner
N = 162



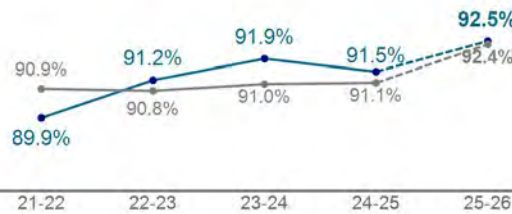
Special Education
N = 264



Homeless or Foster Youth
N = 143



Female
N = 1,003



Male
N = 1,114



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

Chronic Absence by Attendance Bands School Data by Subgroup Lakewood 2024-2025

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

Category	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	2,385	2,385	9	17	17	22	35	26.9%	26.1%	43.5%	27.0%
Grade	Gr. 09	585	10	17	12	19	42	26.8%	24.6%	39.0%	24.8%
	Gr. 10	575	8	15	13	20	44	22.8%	24.1%	36.0%	26.9%
	Gr. 11	611	10	16	16	20	39	25.7%	30.0%	41.4%	26.0%
	Gr. 12	614	10	22	25	27	16	32.1%	25.7%	57.0%	30.6%
Ethnicity	African American	469	12	21	17	21	29	32.8%	35.0%	50.1%	36.1%
	American Indian	2					100	0.0%	0.0%	0.0%	26.9%
	Asian	153	7	10	12	14	57	17.0%	17.9%	28.8%	17.3%
	Cambodian	124	11	10	8	15	56	21.8%	22.3%	29.8%	20.6%
	Filipino	68		33	19	25	50	5.9%	6.5%	25.0%	10.6%
	Hispanic	1,316	9	18	17	22	34	27.4%	25.3%	44.2%	29.3%
	Pacific Islander	50	10	26	20	22	22	36.0%	48.4%	56.0%	38.3%
	White	188	7	18	17	24	34	25.0%	20.0%	42.0%	19.3%
	Other	139	10	13	15	22	40	23.0%	23.5%	38.1%	18.8%
Gender	Female	1,116	10	19	17	20	34	28.7%	29.0%	45.8%	28.5%
	Male	1,263	9	16	16	23	36	25.3%	23.3%	41.4%	25.6%
	Nonbinary	6	33	17	17	17	17	50.0%	33.3%	66.7%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Lakewood 2024-2025

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

Subgroup	Total	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic %	Moderately Chronic %	At Risk Chronic %	Satisfactory %	Strong Attendance %
Special Populations	Low SES	1,424	11	20	16	20	33	31.1%	30.2%	47.1%	33.1%
	ELL	200	15	17	15	20	34	32.0%	26.8%	47.0%	38.7%
	RFEP	490	7	15	17	21	40	22.2%	21.1%	39.4%	24.8%
	EL + RFEP	690	10	16	17	20	38	25.1%	22.6%	41.6%	28.8%
	Special Ed.	293	13	18	15	23	31	31.4%	31.8%	46.4%	35.8%
	Spec Ed. Speech/RSP	182	10	20	18	24	28	30.8%	29.1%	48.4%	32.8%
	Homeless/Foster	174	13	24	21	20	24	36.2%	36.8%	56.9%	45.8%
	Foster	18	28	6	17	22	28	33.3%	38.1%	50.0%	52.8%
	Homeless	156	11	26	21	19	23	36.5%	36.7%	57.7%	45.0%
	GATE/Excel	328	7	14	18	20	41	21.3%	22.9%	39.3%	16.7%
SLC	Jordan - JMAC	1	100					100.0%		100.0%	27.1%
	Jordan - LEAP	2	50			50		50.0%		50.0%	35.2%
	Lakewood - ATM	599	7	18	17	23	36	24.4%	22.9%	41.4%	25.3%
	Lakewood - DMAC	568	8	18	18	21	35	26.8%	28.7%	44.4%	27.4%
	Lakewood - HOSM	664	7	16	15	23	38	23.5%	22.6%	38.9%	23.6%
	Lakewood - MERIT	90	1	7	20	28	44	7.8%	12.6%	27.8%	7.8%
	Lakewood - ODYSSEY	379	12	19	17	20	32	31.1%	30.8%	48.3%	31.3%
	Millikan - MBA	1	100					100.0%		100.0%	18.8%
	Millikan - PEACE	1	100					100.0%		100.0%	20.1%
	Millikan - SEGA	2	50			50		100.0%		100.0%	19.0%
	Poly - CIC	2	100					100.0%		100.0%	15.3%
	Wilson - ARTS	2	100					100.0%	100.0%	100.0%	38.1%
	Wilson - MED	1	100					100.0%	100.0%	100.0%	31.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate		
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%		
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%		
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%		
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%		
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%		
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%		
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%		
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%		
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%		
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%		
Reid	124	87		12			99.2%	91.1%	99.2%		
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%		
Sato	553			2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%		

The percentages may not equal 100% due to rounding.

[Submit Feedback](#)

[About this report](#)

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

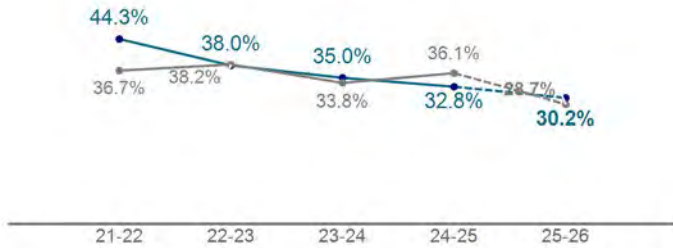
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

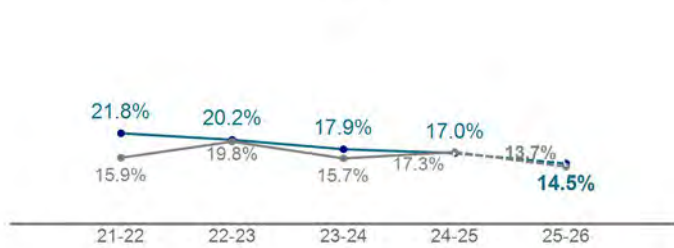
**Lakewood
All Students
N = 2,105**



**African American
N = 388**



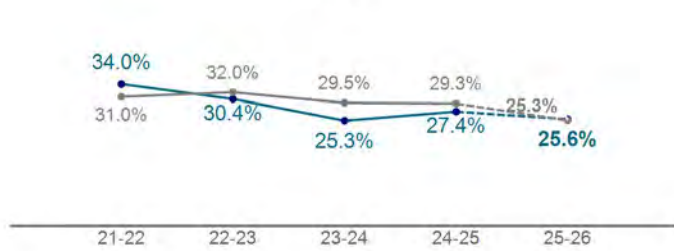
**Asian
N = 145**



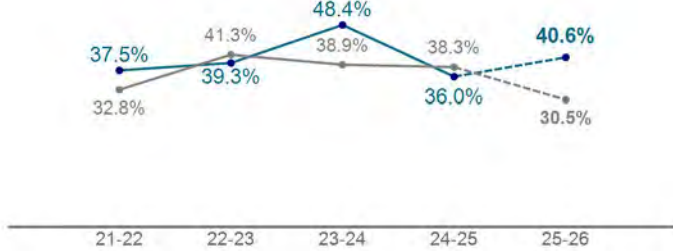
**Filipino
N = 59**



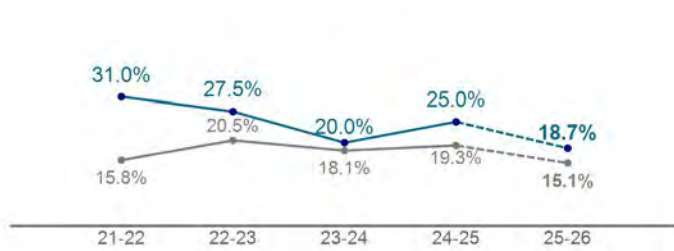
**Hispanic
N = 1,202**



**Pacific Islander
N = 32**



**White
N = 150**

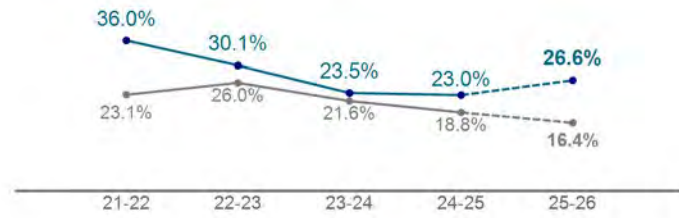


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

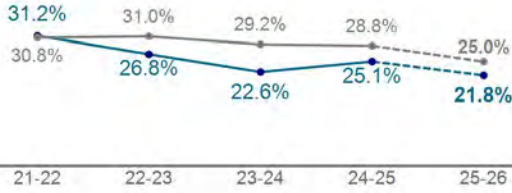
Other
N = 128



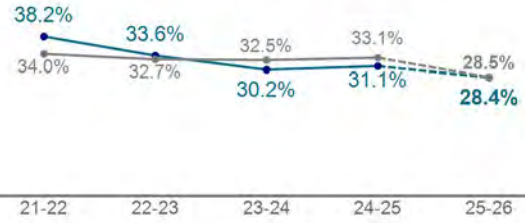
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

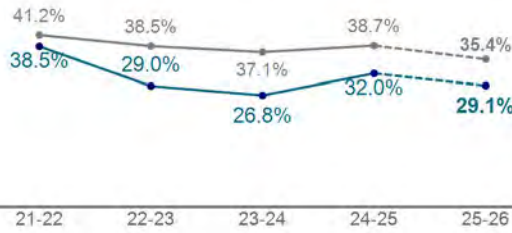
EL + RFEP
N = 588



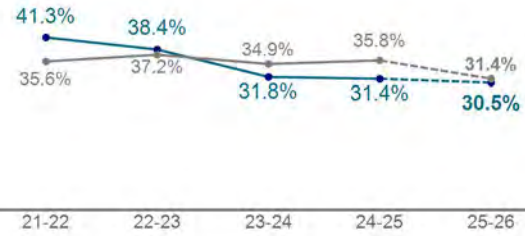
Low SES
N = 1,292



English Learner
N = 165



Special Education
N = 269



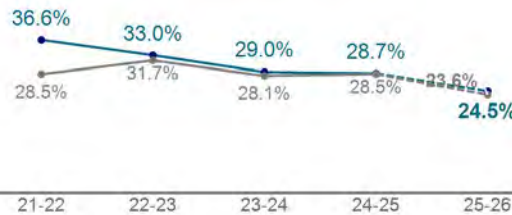
Homeless or Foster Youth

Subgroup with fewer than 20 students.

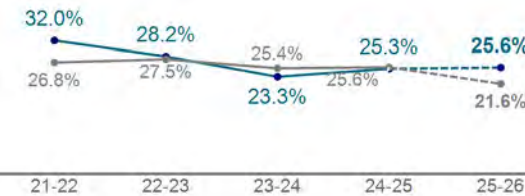
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 997



Male
N = 1,107



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

SBAC ELA 2025 :: School Data by Subgroup

Lakewood

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

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

SBAC Math 2025 :: School Data by Subgroup

Lakewood

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

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

SBAC Science 2025 :: School Data by Subgroup

Lakewood

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

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	469	469	30	34	6	7	53
		All High	25	37	5	7	50
		District	28	30	15	17	38
Grade	Gr. 11 (Minimum Growth Target: 12) (Min Accelerated Growth Target: 25) (Minimum Board Goal 2 Target:)	469	30	34	6	7	53
		All High	25	37	5	7	50
		District	25	38	5	7	50
Ethnicity	Hispanic	258	40	31	5	7	57
		All High	24	39	5	7	49
		District	28	30	14	17	38
	African American	81	20	36	10	2	52
		All High	17	39	8	6	47
		District	25	32	14	15	39
	White	43	22	42	5	12	42
		All High	26	38	5	6	51
		District	27	30	15	19	37
	Asian	31	-	26	10	16	48
		All High	35	29	6	8	58
		District	28	29	15	17	39
Other	31	-	45	6	3	46	
	All High	31	36	7	6	52	
	District	25	31	15	17	37	

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

*Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	24	-	29	8	8	54
		All High	29	32	8	6	55
		District	23	29	15	18	38
	Filipino	17^	-	35	6	59	
		All High	38	31	3	7	59
		District	37	29	14	17	41
	Pacific Islander	8^	-	50		50	
		All High	32	35	2	9	53
		District	39	30	18	15	37
Gender	Female	240	33	31	7	6	56
		All High	28	37	6	7	51
		District	28	30	15	17	38
	Male	229	28	37	5	7	50
		All High	22	38	5	7	50
		District	26	31	14	17	38
	Nonbinary	All High^	3	43	7	50	
District		19	33	18	48		
Special Populations	EL + RFEP	133	38	29	5	5	62
		All High	23	39	5	7	49
		District	28	31	13	16	41
	ELL	24	19	38	4	58	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA Special Populations	ELL	All High	18	46	4	8	42	
		District	31	30	15	17	38	
	RFEP		109	44	27	6	5	62
		All High	24	38	6	6	51	
	Foster	District	27	31	11	15	43	
			2^	-			50	50
	GATE/Excel	All High^	87	8	17		75	
		District	35	38	18	9	35	
	Homeless		66	39	21	6	9	64
		All High	31	32	6	7	55	
	Homeless/Foster	District	30	29	16	19	36	
			24	-	33	17	4	46
	Low SES	All High	33	36	5	9	50	
		District	34	30	15	16	40	
	Special Ed.		26	37	31	19	4	46
		All High	37	34	6	9	51	
	Special Ed.	District	34	31	15	15	39	
			261	38	29	7	7	57
Special Ed.	All High	24	37	5	6	51		
	District	28	30	15	16	39		
Special Ed.		52	16	44	6	4	46	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Special Ed.	All High	21	43	4	9	45	
			District	31	30	14	17	39	
		Spec Ed. Speech/RSP		33	11	42	9	48	
			All High	24		43	3	7	47
			District	31		31	13	16	41
SLC	Lakewood - ATM	106	46	25	6	7	62		
	Lakewood - DMAC	124	40	29	9	6	56		
	Lakewood - HOSM	130	11	43	5	6	46		
	Lakewood - MERIT	22	-	27	9	9	55		
	Lakewood - ODYSSEY	86	24	40	5	7	49		

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	471	471	24	37	28	19	16
		All High	17	43	24	18	15
		District	20	34	20	19	27
Grade	Gr. 11 (Minimum Growth Target: 49) (Min Accelerated Growth Target: 99)	471	24	37	28	19	16
		All High	17	43	24	18	15
		District	16	44	24	18	15
Math	Hispanic	263	31	35	26	21	18
		All High	16	44	24	18	14
		District	19	36	19	19	27
	African American	78	12	40	28	15	17
		All High	18	42	25	15	19
		District	23	35	20	17	28
	White	42	23	33	31	24	12
		All High	15	43	23	19	14
		District	16	34	20	19	26
	Asian	32	-9	53	22	19	6
		All High	18	41	22	25	12
		District	22	31	21	20	29
Other	31	36	26	35	19	19	
	All High	19	42	27	16	15	
	District	21	31	20	20	28	

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

*Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	25	6	48	20	20	12
		All High	13	47	17	23	13
		District	18	30	20	20	30
	Filipino	17 [^]	-	47	24	6	24
		All High	19	45	19	19	17
		District	18	30	19	21	30
	Pacific Islander	8 [^]	-	38	50	13	0
		All High	3	42	33	23	2
		District	4	35	22	20	23
Gender	Female	240	25	36	28	20	17
		All High	13	44	25	18	13
		District	17	34	20	18	27
	Male	231	21	38	28	19	16
		All High	19	42	23	18	16
		District	22	35	19	19	27
	Nonbinary	All High [^]	-20	64	14	14	7
District		-12	52	12	15	21	
Special Populations	EL + RFEP	135	34	36	27	19	19
		All High	16	45	23	17	14
		District	17	37	18	18	27
	ELL	26	98	12	27	19	42

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

[^]Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	ELL	All High	35	43	20	16	21	
		District	25	37	18	18	26	
	RFEP		109	19	41	27	18	14
		All High	11	46	24	18	12	
	Foster	District	14	36	18	18	28	
			2^	-				100
	GATE/Excel	All High^	89	31	8	23	38	
		District	60	35	19	18	28	
	Homeless		66	12	39	33	14	14
		All High	9	45	25	20	10	
	Homeless/Foster	District	16	31	21	21	27	
			25	17	36	32	24	8
	Low SES	All High	2	51	24	13	13	
		District	12	38	19	16	27	
	Special Ed.		27	24	33	30	22	15
		All High	9	49	22	14	15	
	Special Ed.	District	18	38	19	16	27	
			263	25	37	28	21	14
Special Ed.	All High	16	45	23	17	15		
	District	19	35	19	19	27		
Special Ed.		55	34	36	24	16	24	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lakewood

2/18/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
M a t h	Special Populations	Special Ed.	All High	26	42	24	15	19	
			District	25	36	17	17	29	
		Spec Ed. Speech/RSP		35	14	37	37	11	14
			All High	21	41	26	17	16	
			District	21	37	18	17	29	
SLC	Lakewood - ATM	111	27	35	27	22	16		
	Lakewood - DMAC	121	40	34	24	21	21		
	Lakewood - HOSM	130	24	34	32	18	15		
	Lakewood - MERIT	22	-10	59	14	14	14		
	Lakewood - ODYSSEY	86	3	43	30	15	12		

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

^Not currently a significant subgroup.

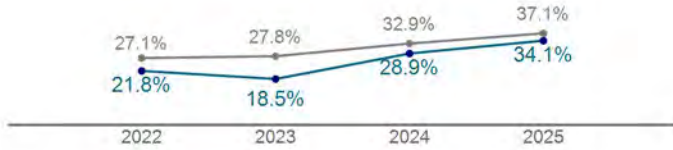
*Accelerated Growth = At least double the minimum growth target for the grade level.

Advanced Placement Percent of Tests Passed

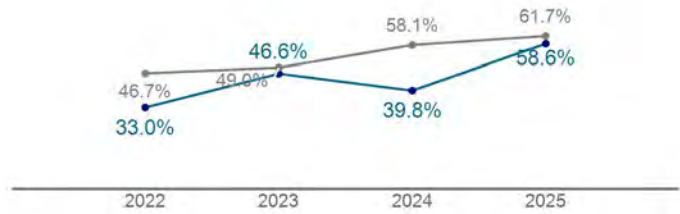
Lakewood
All Students



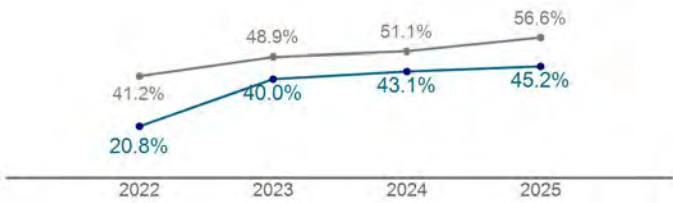
African American



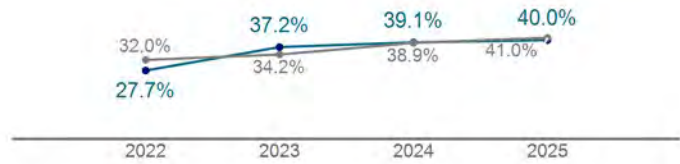
Asian



Filipino



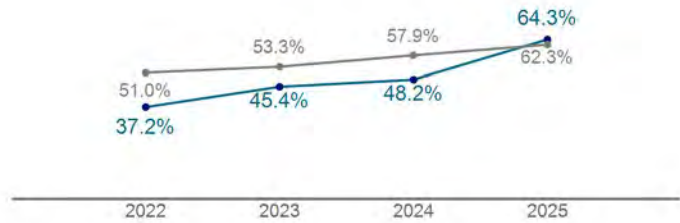
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

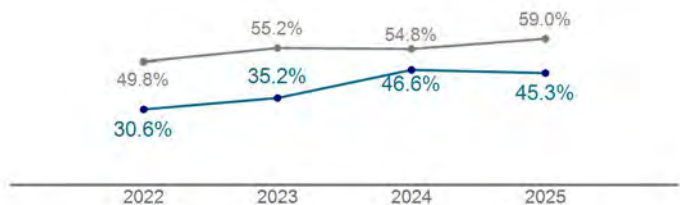
White



Native American

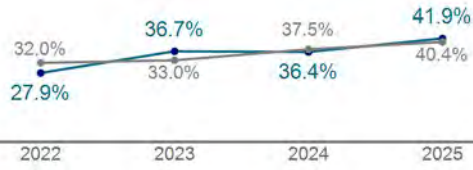
Subgroup with fewer than 20 students.

Other



Advanced Placement Percent of Tests Passed

EL + RFEP



Low SES



English Learner



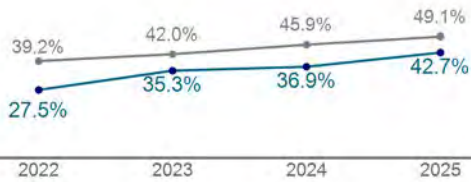
Special Education

Subgroup with fewer than 20 students.

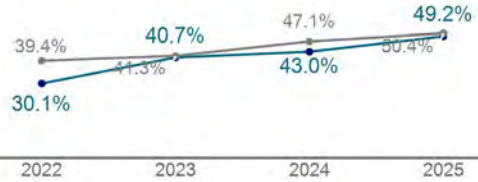
Homeless or Foster Youth



Female



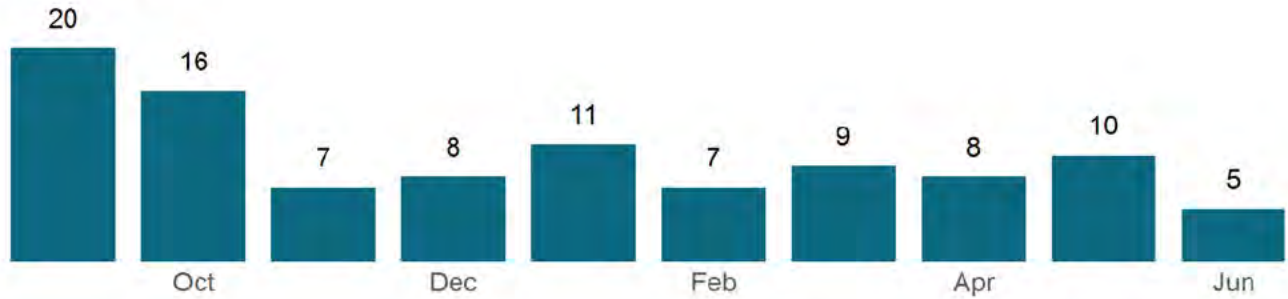
Male



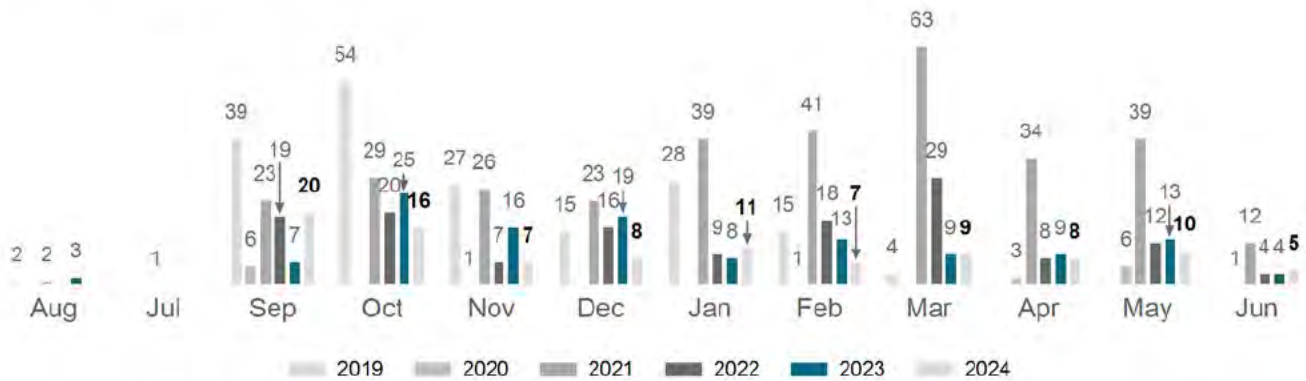
Lakewood

24-25

By Month for 24-25



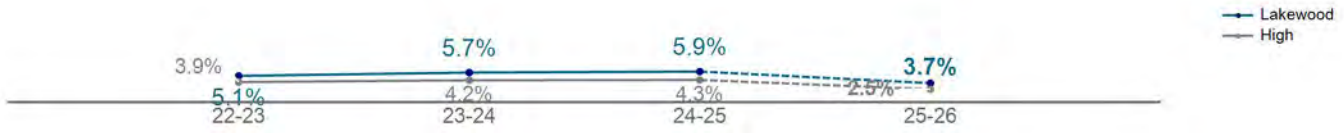
By Month- 5-year comparison



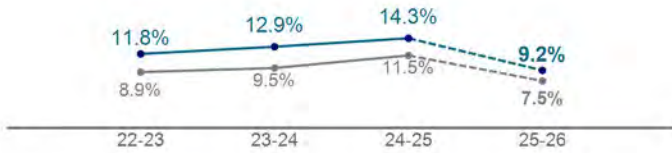
	19-20	20-21	21-22	22-23	23-24	24-25
Aug		2		2		3
Jul				1		
Sep		39	6	23	19	7
Oct		54		29	20	25
Nov		27	1	26	7	16
Dec		15		23	16	19
Jan		28		39	9	8
Feb		15	1	41	18	13
Mar		4		63	29	9
Apr			3	34	8	9
May			6	39	12	13
Jun			1	12	4	4

Suspension Rate

Lakewood
All Students
N = 2188



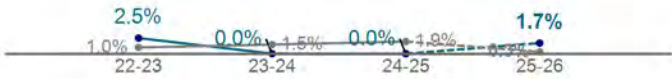
African American
N = 415



Asian
N = 148



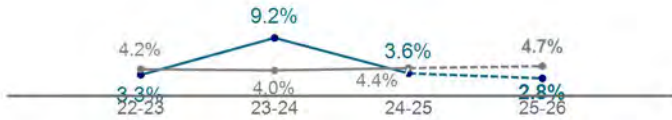
Filipino
N = 59



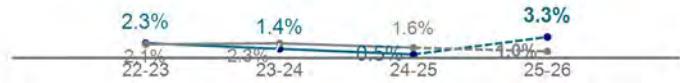
Hispanic
N = 1245



Pacific Islander
N = 36



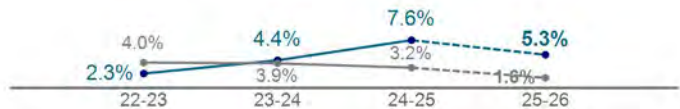
White
N = 151



Native American

Subgroup with fewer than 20 students.

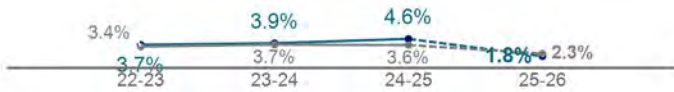
Other
N = 133



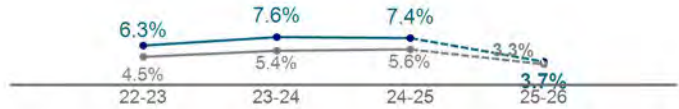
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

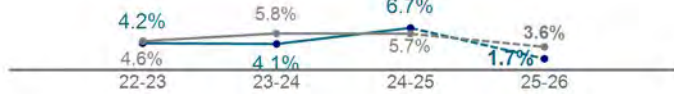
EL + RFEP
N = 602



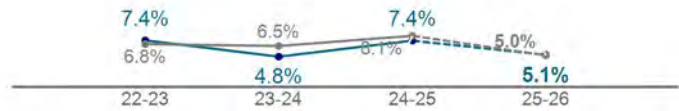
Low SES
N = 1334



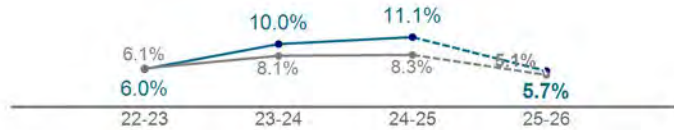
English Learner
N = 172



Special Education
N = 275



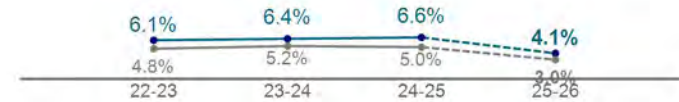
Homeless or Foster Youth
N = 158



Female
N = 1029



Male
N = 1158



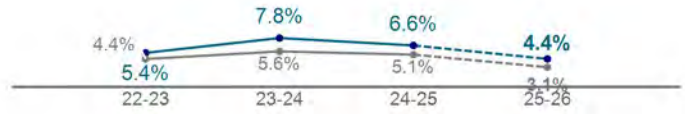
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

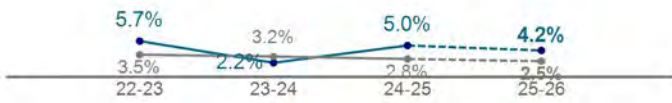
Gr. 09
N = 512



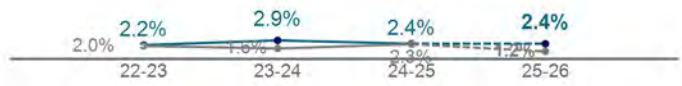
Gr. 10
N = 541



Gr. 11
N = 549



Gr. 12
N = 586



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

Legend
F
D
C
B
A

Grade Distribution - Lakewood 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	14,569	14,569	8	11	21	23	37	19.2%	80.8%
Grade	Gr. 09	3,819	10	10	19	22	39	20.5%	79.5%
	Gr. 10	3,698	8	12	21	24	36	19.7%	80.3%
	Gr. 11	3,618	9	11	21	24	36	19.6%	80.4%
	Gr. 12	3,429	5	12	22	24	37	16.8%	83.2%
	Gr. 13	5				40	60	0.0%	100.0%
Ethnicity	African American	2,716	9	14	24	25	29	22.5%	77.5%
	American Indian	12	8	17	25	50	8.3%	91.7%	
	Asian	954	5	6	12	20	57	10.7%	89.3%
	Cambodian	773	6	7	12	21	55	12.8%	87.2%
	Filipino	428	4	9	17	23	47	13.3%	86.7%
	Hispanic	8,161	9	12	21	23	35	20.6%	79.4%
	Pacific Islander	288	9	10	25	22	34	18.8%	81.3%
	White	1,143	5	7	18	23	47	12.1%	87.9%
	Other	867	7	11	18	24	40	18.0%	82.0%
Gender	Female	6,932	8	9	18	23	42	16.3%	83.7%
	Male	7,620	8	13	23	24	32	21.9%	78.1%
	Nonbinary	17	6	12	12	24	47	17.6%	82.4%
Special Populations	Low SES	8,663	9	12	21	23	34	21.8%	78.2%
	ELL	1,191	14	16	23	23	25	29.6%	70.4%
	RFEP	3,018	7	10	19	24	41	16.4%	83.6%
	EL + RFEP	4,209	9	11	20	23	36	20.1%	79.9%
	Special Ed.	1,766	10	13	20	23	33	23.2%	76.8%
	Spec Ed. Speech/RSP	1,080	11	14	24	24	27	25.4%	74.6%
	Homeless/Foster	976	10	14	23	25	28	24.1%	75.9%
	Foster	89	17	16	27	17	24	32.6%	67.4%
	Homeless	887	9	14	23	25	28	23.2%	76.8%
	GATE/Excel	2,097	3	7	16	22	52	10.6%	89.4%
Pathway	Lakewood - ATM	3,824	8	13	20	24	35	20.7%	79.3%
	Lakewood - DMAC	3,661	10	11	20	22	37	20.5%	79.5%
	Lakewood - HOSM	4,155	6	10	22	25	37	15.9%	84.1%
	Lakewood - MERIT	546	5	12	17	65	5.7%	94.3%	
	Lakewood - ODYSSEY	2,371	10	13	21	23	32	23.5%	76.5%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Lakewood 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	14,493	14,493	11	13	21	23	32	23.9%	76.1%
Grade	Gr. 09	3,816	12	11	20	22	35	23.1%	76.9%
	Gr. 10	3,694	11	13	21	25	31	23.3%	76.7%
	Gr. 11	3,598	13	14	21	23	30	26.6%	73.4%
	Gr. 12	3,380	9	14	22	23	32	22.6%	77.4%
	Gr. 13	5			20	20	60	0.0%	100.0%
Ethnicity	African American	2,695	13	16	22	23	25	29.3%	70.7%
	American Indian	12	25	8	17	50		25.0%	75.0%
	Asian	953	6	5	13	27	49	11.5%	88.5%
	Cambodian	772	7	6	14	26	47	13.2%	86.8%
	Filipino	428	5	10	18	25	42	15.0%	85.0%
	Hispanic	8,122	12	14	22	23	30	25.4%	74.6%
	Pacific Islander	287	11	14	24	22	29	25.8%	74.2%
	White	1,133	8	8	20	23	41	15.7%	84.3%
	Other	863	10	11	19	24	36	21.6%	78.4%
Gender	Female	6,891	10	11	19	24	36	21.0%	79.0%
	Male	7,585	12	15	22	23	28	26.6%	73.4%
	Nonbinary	17	6	6	18	29	41	11.8%	88.2%
Special Populations	Low SES	8,620	13	14	21	23	29	26.9%	73.1%
	ELL	1,195	17	17	22	22	21	34.8%	65.2%
	RFEP	3,001	10	11	20	24	35	20.7%	79.3%
	EL + RFEP	4,196	12	13	21	23	31	24.7%	75.3%
	Special Ed.	1,757	13	16	19	22	30	29.0%	71.0%
	Spec Ed. Speech/RSP	1,077	15	18	22	21	24	33.1%	66.9%
	Homeless/Foster	966	14	16	21	23	25	30.6%	69.4%
	Foster	95	24	14	22	22	18	37.9%	62.1%
	Homeless	871	13	17	21	23	26	29.9%	70.1%
	GATE/Excel	2,086	6	7	19	24	45	12.7%	87.3%
Pathway	Lakewood - ATM	3,810	11	14	21	24	31	24.8%	75.2%
	Lakewood - DMAC	3,634	14	12	20	22	32	26.0%	74.0%
	Lakewood - HOSM	4,136	8	13	22	25	32	20.8%	79.2%
	Lakewood - MERIT	545		34	13	23	57	7.2%	92.8%
	Lakewood - ODYSSEY	2,356	13	15	21	23	28	28.4%	71.6%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Lakewood 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate		
All Students	14,537	14,537	12	12	19	23	34	23.9%	76.1%	
Grade	Gr. 09	3,811	12	11	17	23	37	22.6%	77.4%	
	Gr. 10	3,706	10	13	19	24	34	23.4%	76.6%	
	Gr. 11	3,621	14	13	20	22	31	26.7%	73.3%	
	Gr. 12	3,394	11	12	19	23	35	23.1%	76.9%	
	Gr. 13	5				100		0.0%	100.0%	
Ethnicity	African American	2,711	14	15	20	24	27	29.4%	70.6%	
	American Indian	12	17	8		42	33	16.7%	83.3%	
	Asian	954	6	6	12	24	52	12.5%	87.5%	
	Cambodian	773	7	8	12	23	50	14.5%	85.5%	
	Filipino	428	7	10	16	23	45	16.6%	83.4%	
	Hispanic	8,120	12	13	20	23	32	25.1%	74.9%	
	Pacific Islander	290	15	10	20	21	34	25.2%	74.8%	
	White	1,147	8	10	16	24	43	17.4%	82.6%	
	Other	875	10	10	18	21	41	20.2%	79.8%	
Gender	Female	6,930	11	10	17	24	38	20.7%	79.3%	
	Male	7,590	13	14	20	22	30	26.9%	73.1%	
	Nonbinary	17	6	6	24	24	41	11.8%	88.2%	
Special Populations	Low SES	8,653	14	13	19	23	31	26.6%	73.4%	
	ELL	1,193	18	17	20	21	24	34.8%	65.2%	
	RFEP	3,015	11	11	18	23	38	21.3%	78.7%	
	EL + RFEP	4,208	13	12	19	22	34	25.1%	74.9%	
	Special Ed.	1,750	15	13	18	22	32	28.1%	71.9%	
	Spec Ed. Speech/RSP	1,083	17	16	20	21	26	32.9%	67.1%	
	Homeless/Foster	971	15	14	21	24	26	29.2%	70.8%	
	Foster	86	20	13	17	24	24	32.6%	67.4%	
	Homeless	885	14	15	21	24	26	28.9%	71.1%	
	GATE/Excel	2,091	6	8	16	24	46	14.1%	85.9%	
Pathway	Lakewood - ATM	3,844	13	13	19	23	33	25.7%	74.3%	
	Lakewood - DMAC	3,641	14	12	18	22	35	25.5%	74.5%	
	Lakewood - HOSM	4,159	9	12	20	25	35	20.7%	79.3%	
	Lakewood - MERIT	546		4	5	12	18	60	9.3%	90.7%
	Lakewood - ODYSSEY	2,335	13	15	21	22	30	27.5%	72.5%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Lakewood

2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	14,785	14,785	6	11	20	26	37	17.2%	82.8%
Grade	Gr. 09	3,829	7	12	19	25	37	19.1%	80.9%
	Gr. 10	3,716	7	12	19	26	36	18.5%	81.5%
	Gr. 11	3,645	7	12	22	25	34	18.9%	81.1%
	Gr. 12	3,587	3	9	20	27	41	12.3%	87.7%
	Gr. 13	8				38	63	0.0%	100.0%
Ethnicity	African American	2,809	8	13	25	25	29	21.1%	78.9%
	American Indian	12	8	8		25	58	8.3%	91.7%
	Asian	965	3	6	14	20	57	9.1%	90.9%
	Cambodian	777	5	7	15	20	54	11.1%	88.9%
	Filipino	434	3	7	16	25	50	9.4%	90.6%
	Hispanic	8,221	7	12	20	26	35	18.4%	81.6%
	Pacific Islander	317	6	13	22	26	33	18.9%	81.1%
	White	1,160	4	6	16	28	46	10.4%	89.6%
	Other	867	5	10	18	25	42	14.9%	85.1%
Gender	Female	7,048	6	9	17	25	42	14.9%	85.1%
	Male	7,719	7	13	22	26	32	19.4%	80.6%
	Nonbinary	18		6	22	17	56	5.6%	94.4%
Special Populations	Low SES	8,915	8	12	21	26	33	20.0%	80.0%
	ELL	1,210	12	17	22	24	24	29.8%	70.2%
	RFEP	3,039	5	10	19	25	41	14.7%	85.3%
	EL + RFEP	4,249	7	12	20	25	36	19.0%	81.0%
	Special Ed.	1,812	9	12	21	26	31	21.2%	78.8%
	Spec Ed. Speech/RSP	1,113	10	15	23	25	27	24.8%	75.2%
	Homeless/Foster	962	7	14	23	27	29	20.7%	79.3%
	Foster	73	11	16	26	23	23	27.4%	72.6%
	Homeless	889	7	13	23	27	29	20.1%	79.9%
GATE/Excel	2,115		2	15	26	50	9.2%	90.8%	
Pathway	Lakewood - ATM	3,848	6	12	21	25	36	17.9%	82.1%
	Lakewood - DMAC	3,700	7	12	20	25	36	19.1%	80.9%
	Lakewood - HOSM	4,323	5	10	21	26	37	15.2%	84.8%
	Lakewood - MERIT	553		3	10	20	66	3.8%	96.2%
	Lakewood - ODYSSEY	2,339	8	12	20	27	33	19.8%	80.2%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Lakewood 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	14,795	14,795	9	12	19	25	35	20.9%	79.1%
Grade	Gr. 09	3,890	10	12	19	23	35	22.9%	77.1%
	Gr. 10	3,731	8	12	18	27	34	20.6%	79.4%
	Gr. 11	3,646	10	14	20	25	31	23.7%	76.3%
	Gr. 12	3,523	6	10	18	26	39	16.3%	83.7%
	Gr. 13	5				20	80	0.0%	100.0%
Ethnicity	African American	2,810	11	15	23	24	27	25.9%	74.1%
	American Indian	12			17	33	50	0.0%	100.0%
	Asian	967	4	7	11	25	52	11.7%	88.3%
	Cambodian	775	5	9	12	23	51	13.3%	86.7%
	Filipino	434	3	6	16	28	47	9.4%	90.6%
	Hispanic	8,213	9	13	19	26	33	22.4%	77.6%
	Pacific Islander	321	11	11	19	26	33	22.1%	77.9%
	White	1,172	5	7	16	28	44	11.9%	88.1%
	Other	866	9	11	16	26	38	19.6%	80.4%
Gender	Female	7,054	8	11	17	27	38	18.7%	81.3%
	Male	7,723	9	14	21	24	32	23.1%	76.9%
	Nonbinary	18		6	22	28	44	5.6%	94.4%
Special Populations	Low SES	8,987	10	14	20	25	31	24.1%	75.9%
	ELL	1,190	16	18	21	21	24	34.2%	65.8%
	RFEP	3,035	7	11	17	26	38	18.9%	81.1%
	EL + RFEP	4,225	10	13	18	24	34	23.2%	76.8%
	Special Ed.	1,826	11	14	19	25	30	25.8%	74.2%
	Spec Ed. Speech/RSP	1,105	12	18	20	23	27	29.4%	70.6%
	Homeless/Foster	987	12	15	22	24	28	27.0%	73.0%
	Foster	79	15	18	29	16	22	32.9%	67.1%
	Homeless	908	12	15	21	24	28	26.4%	73.6%
Pathway	GATE/Excel	2,097	4	8	14	26	48	12.2%	87.8%
	Lakewood - ATM	3,829	8	15	19	25	34	22.6%	77.4%
	Lakewood - DMAC	3,687	10	13	19	25	33	23.1%	76.9%
	Lakewood - HOSM	4,367	7	11	20	27	34	18.7%	81.3%
	Lakewood - MERIT	550		1	59	24	61	5.8%	94.2%
Lakewood - ODYSSEY	2,336	10	12	20	26	32	22.0%	78.0%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Lakewood 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	14,668	8 11 17 24 40	18.7%	81.3%	
Grade	Gr. 09	3,779	11 12 18 23 37	22.5%	77.5%
	Gr. 10	3,707	8 11 18 24 40	18.6%	81.4%
	Gr. 11	3,644	9 11 17 25 38	19.8%	80.2%
	Gr. 12	3,533	4 10 16 24 46	13.6%	86.4%
	Gr. 13	5	20 80	0.0%	100.0%
Ethnicity	African American	2,735	10 12 22 25 32	21.5%	78.5%
	American Indian	12	17 33 50	0.0%	100.0%
	Asian	965	4 6 13 21 56	10.1%	89.9%
	Cambodian	772	4 7 13 21 55	11.4%	88.6%
	Filipino	439	2 6 11 28 53	8.0%	92.0%
	Hispanic	8,180	9 12 17 23 39	20.8%	79.2%
	Pacific Islander	319	11 11 17 22 39	21.6%	78.4%
	White	1,167	4 6 14 26 51	9.3%	90.7%
	Other	851	6 10 15 23 45	16.7%	83.3%
Gender	Female	6,995	7 9 16 24 44	16.3%	83.7%
	Male	7,655	9 12 18 24 37	20.9%	79.1%
	Nonbinary	18	6 17 17 61	5.6%	94.4%
Special Populations	Low SES	8,828	9 12 18 24 37	21.6%	78.4%
	ELL	1,158	17 15 18 22 28	32.1%	67.9%
	RFEP	3,058	7 10 16 23 43	17.1%	82.9%
	EL + RFEP	4,216	10 11 16 23 39	21.3%	78.7%
	Special Ed.	1,825	10 13 19 23 36	22.8%	77.2%
	Spec Ed. Speech/RSP	1,118	11 14 21 21 32	24.9%	75.1%
	Homeless/Foster	948	11 13 18 24 33	24.3%	75.7%
	Foster	88	16 13 18 24 23	28.4%	71.6%
	Homeless	860	10 13 18 24 34	23.8%	76.2%
	GATE/Excel	2,067	3 6 13 25 53	9.6%	90.4%
Pathway	Lakewood - ATM	3,771	9 12 17 23 38	21.2%	78.8%
	Lakewood - DMAC	3,658	9 11 17 23 39	20.1%	79.9%
	Lakewood - HOSM	4,349	7 10 18 25 40	16.5%	83.5%
	Lakewood - MERIT	551	3 8 21 68	4.0%	96.0%
	Lakewood - ODYSSEY	2,313	8 11 17 24 39	19.3%	80.7%

The percentages may not equal 100% due to rounding.



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 limited by the State of California and LBUSD Board Policy during classroom time. I will abide by my teacher's outlined policy during classroom time, and I am responsible for any personal device that I bring on campus.

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.

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.

Student: _____

Grade: _____ Date: _____

Parent/Guardian: _____

Phone #: _____ Date: _____

Administrator: _____

School Phone: _____ (562) 425-1281



ESTUDIANTE – PADRE/TUTOR/CUIDADOR – ESCUELA

El programa educativo de la Escuela Preparatoria Lakewood está diseñado para brindar una instrucción de alta calidad basada en estándares en un entorno de aprendizaje propicio y eficaz. Para alcanzar estas altas expectativas, el personal, los padres/tutores y los estudiantes de la Escuela Preparatoria Lakewood acuerdan y se comprometen a implementar las siguientes actividades relacionadas con el proceso de aprendizaje.

Como un ALUMNO Llevaré a cabo las siguientes responsabilidades:

1. Asistiré a la escuela regularmente y llegaré puntualmente 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. Cumpliré con loDólar estadounidense de la libraGuía del código de vestimentadelineay política de identificación.
6. Estaré preparado para participar activamente en los asuntos de la escuela siendo un estudiante cooperativo y teniendo una actitud positiva.
7. Lo haré accesoa StudentVue yLienzopara realizar un seguimiento de mis tareas y calificaciones.
8. Solicitaré ayuda 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 electrónicosEstán limitados por la Política del Estado de California y la Junta Directiva del LBUSD durante el horario de clase. Cumpliré con la política de mi profesor durante el horario de clase y soy responsable de cualquier dispositivo personal que traiga al campus.

Alumno: _____

Calificación: _____ Fecha: _____

Como un PADRE O TUTORLlevaré a cabo las siguientes responsabilidades:

1. Apoyaré el programa académico de miniño siguiendo las pautas de asistencia y ellaoring los minutos de instrucción del aula.
2. Informaré a la escuela la dirección correcta y el número de teléfono donde pueden localizarme, y actualizaré cualquier cambio para que siempre puedan localizarme en caso de emergencia.completando el formulario de verificación anual.
3. Mantendré una lista de números de teléfono escolares importantes para poder comunicarme con la persona adecuada en Lakewood.
4. Proporcionaré a mi hijo ropa de acuerdo con lasDólar estadounidense de la libraPautas del código de vestimenta para garantizar queellos vistaLakewood comopoderr lugar de negocios.
5. Voy a perseguir activamentebasado en la escuelaServicios de tutoría y apoyo para mi hijo cuando sea necesario.
6. Me registraré tanto en ParentVue como enLienzoPara monitorear las calificaciones y tareas de mi hijo.
7. Revisaré activamente el bienestar físico, social y mental.-ser de mi hijo.
8. Asistiré,como pueda, basado en la escuelafunciones para apoyar a mi hijo, como conferencias de padres, regreso a clases y jornadas de puertas abiertas, presentaciones, eventos deportivos, reuniones de información para padres, etc.
9. Mi hijo y yo seguiremos y acataremos las normas del LBUSD tal como se describen en el Manual de pautas para padres.

Padre/Tutor: _____

Teléfono #: _____ Fecha: _____

Como escuela, laPERSONAL DE LAKEWOODdesempeñará 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 quesea equitativo, culturalmente relevante y diferenciado,riguroso y desafiante.
3. Nuestro programa será 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 los objetivos de instrucción a los estudiantes yguardianes.
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 entorno de aprendizaje seguro, solidario, respetuoso y saludable donde los estudiantes se enfrenten diariamente a experiencias de aprendizaje motivadoras e interesantes en todas sus clases.
8. Alentaremos a los estudiantes a esforzarse por alcanzar su máximo potencial, 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 tutoresasistir a funciones escolares y visitar el campus, ya sea en persona o virtualmente.
10. Brindaremos oportunidades para tutores para participar en la mejora del programa de Lakewood a través de diversas actividades.

Administrador: _____

Teléfono de la escuela: _____ (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 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/guardian/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
 - Parent/Guardian Points

2. Lakewood High School will provide assistance to parents or guardians in understanding:
 - o The State's academic content standards
 - o 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:
 - o 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 November 18, 2025 and will be in effect for the period of 2025-2026 school year. The school will distribute the Guidelines to all parents or guardians on or before November 30, 2025. 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.

[Redacted Signature]

12/12/25

Signature of Principal / Date



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/Guardian 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 las Directrices para padres 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 registrarse 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, website, 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, PadreVue
 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/Gpabellón/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
 - 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 Directrices de Participación de Padres/Tutores de la Escuela Preparatoria Lakewood han sido desarrolladas conjuntamente con el Consejo Escolar de Lakewood High School y cuentan con su aprobación. Las directrices fueron adoptadas por los miembros del Consejo Escolar el 18 de noviembre de 2025 y estarán vigentes durante el año escolar 2025-2026. La escuela distribuirá las directrices a todos los padres o tutores a más tardar el 30 de noviembre de 2025. Siempre que sea posible, la Escuela Preparatoria Lakewood proporcionará una copia de estas directrices a los padres o tutores en un idioma que puedan comprender.

[Redacted Signature]

12/12/2025

Firma del Director / Fecha