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Covering the Little Lake City School District

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Lesson Study in Mathematics

With the frequent mention in the media of the new Common Core Standards in Mathematics, you may be wondering how school districts are adapting to teaching these more rigorous standards. The new mathematics standards represent a significant shift in emphasis to include development of students' understanding of mathematical concepts to support their acquisition of basic skills. For example, by increasing a deeper understanding of familiar concepts such as place value, students are better equipped to develop proficiency in performing operations such as subtraction and division. Ultimately, the goal is to develop students who will be able to demonstrate mathematical skills and knowledge of the concepts behind them.

Toward this end, the Little Lake City School District has entered into a collaborative effort with California State University, Long Beach to offer professional development in teaching the Common Core Standards in Mathematics to our teachers in grades 2-5. Through an initiative known as "100Kin10" which aims to produce 100,000 science, technology,

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Estudio de la Lección en Matemáticas

Con la mención frecuente en los medios de comunicación de los nuevos Estándares Estatales Comunes de matemáticas, es probable que se pregunte cómo los distritos escolares se están adaptando a la enseñanza de estas normas más estrictas. Los nuevos estándares de matemáticas representan un cambio significativo en el enfoque para incluir el desarrollo de la comprensión que los estudiantes tienen de los conceptos matemáticos, de tal forma que apoyen la adquisición de aptitudes básicas. Por ejemplo, mediante el aumento de una

comprensión más profunda de los conceptos ya conocidos tales como el valor posicional, los estudiantes están mejor preparados para desarrollar proeficiencia en operaciones como la resta y la división. En última instancia, el objetivo es formar estudiantes que serán capaces de demostrar habilidades matemáticas y conocimientos de los conceptos que los respaldan.

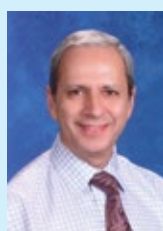
Con este fin, el Distrito Escolar de Little Lake ha gestionado un esfuerzo de colaboración con la Universidad Estatal de California en Long Beach, para ofrecer desarrollo profesional en la enseñanza de los Estándares Estatales

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SUPERINTENDENT

The Little Lake City School District, like all other districts in California, is deeply involved in planning for the improvement of our schools. Through what is known as the "Local Control Accountability Plan" (LCAP, for short), the district identifies and ranks the needs of our students and schools, develops goals and actions to address the needs, and targets funds to meet the goals. This planning effort was introduced to California school districts for the first time in the 2013-2014 school year. The LCAP is intended to hold school districts accountable for how we use state funds, particularly in our efforts to improve or increase services to students and thereby increase their learning.

The development of the LCAP is an ongoing process. The plan covers



Dr. Phillip Perez

El Distrito Escolar de Little Lake, como todos los otros distritos de California, está profundamente involucrado en la planificación para el mejoramiento de nuestras escuelas. A través de lo que se conoce como el "Plan de Rendición de Cuentas de Control Local" (LCAP, por sus siglas en inglés), el distrito identifica y clasifica las necesidades de nuestros estudiantes y escuelas, desarrolla metas y acciones para hacer frente a las necesidades e identifica los fondos objetivo para alcanzar esas metas. Este esfuerzo de planificación se introdujo a los distritos escolares de California por primera vez en el año escolar 2013-2014. El LCAP pretende mantener a los distritos escolares como responsables de la forma en que se utilizan los fondos estatales,

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BOARD OF EDUCATION

The Board of Education and the Little Lake City School District realize many stakeholders are required to provide the best education for our students. Parent engagement, in particular, is very important in our students' successes.

One of our goals is to increase parent involvement, participation, and leadership at all school sites and at the district level.

Parent Leadership is encouraged in our schools. Parents are involved in PTA, PTO (Parent/Teacher Organization), School Site Council, and English Learner Advisory Committees. The School Site Council (SSC) offers valuable input into the school's budget and programs. The SSC approves activities and budget spending.

Parent Education has been



Lynn Berg
President

El Consejo Educativo y el Distrito Escolar de Little Lake reconocen que se requieren muchos actores clave para proporcionar la mejor educación a nuestros estudiantes. La participación de los padres, en particular, es muy importante en los éxitos de nuestros alumnos.

Uno de nuestros objetivos es aumentar la participación y el liderazgo de los padres en todas las escuelas y a nivel distrito.

El liderazgo de los padres se fomenta en nuestras escuelas. Ellos participan en el PTA, PTO (Organización de Padres/Maestros), el Consejo Directivo Escolar y el Comité de Padres de Estudiantes Aprendiendo Inglés. El Consejo Directivo Escolar (SSC) ofrece una valiosa aportación en los presupuestos y programas de las

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Little Lake Educational Advancement Foundation

10515 Pioneer Blvd., Santa Fe Springs, CA 90670 • 562/868-8241 • www.littlelake.k12.ca.us/lleaf

Enriching & Supporting Educational Programs



Mike Mendez
President

The Little Lake Educational Advancement Foundation (LLEAF) was established in 2010 "to enrich and support the educational programs of the Little Lake City School District through community fundraising, active involvement, and awareness of the district's and students' needs." LLEAF is governed by a board of volunteer community and business leaders, parents, staff, and supporters. Since 2010, LLEAF has awarded over \$90,000 in mini-grants of up to \$1,000 each to teachers to enhance their classroom instructional programs.

Library books, technology devices, special assemblies, and field trips are among the benefits that have gone directly to students through the mini-grants. In addition, LLEAF has made donations toward the cost of transportation of fifth grade students to Outdoor Science School.



Two major fundraising events sponsored by LLEAF each year include a golf tournament in March and a fireworks sale in early July. The LLEAF Board invites you to support the foundation by participating in either or both of these events.

For additional information regarding LLEAF, please contact LLEAF Board President Mike Mendez, or visit the LLEAF link on the Little Lake City School District website (llcsd.net).



Kay Coop
Founder/Publisher



As we enter the last half of this school year the students continue to be focused on academic goals.

It is an exciting time to be a student. From family reading time, technology in the classrooms, art and outdoor science to community service, students seem to find time to do it all.

Our readers also find time to enter our contests. I particularly enjoy the emails about the families working the contests together...all ages may enter.

Our next issue is May 6.

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Covering the
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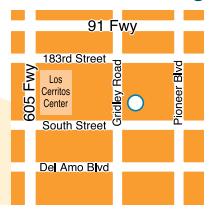
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Optometry



The measure of who we are, is what we do, with what we have. –Vince Lombardi

John Larcabal, O.D.
Sandra Stevens, O.D.
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(562) 868-8233 • drjohnlarcabal.com

Cresson *Elementary*

11650 Cresson St., Norwalk, CA 90650 • 562/868-6620 • <http://cresson.llcsd.net/>



Linda Rigg
Principal

Bedtime Story Night

Cresson Elementary School recently hosted its second annual Bedtime Story Night, a family reading event.

The evening began with our PTA selling hot chocolate and churros for everyone to enjoy as they listened to their favorite books being read by teacher and parent volunteers. Our readers were appropriately dressed in pajamas. The students had been invited to wear their pajamas and bring a small stuffed animal to help create a “bedtime story” atmosphere.

Family groups stayed together as everyone rotated through three different rooms to hear their favorite stories being read aloud. After enjoying a book in each room, the children were then given a pencil, a bookmark, or an eraser to go home with.



Our students, parents, and readers thoroughly enjoyed the event. They are all looking forward to the next time we get together to enjoy our favorite children’s books and promote a wonderful family reading time!

Jersey Avenue *Elementary*

9400 Jersey Ave., Santa Fe Springs, CA 90670 • 562/948-3772 • <http://jersey.llcsd.net/>



Michael Trimmell
Principal

Technology Powerhouse

Jersey Avenue Elementary School has become a technology powerhouse! No matter where you look, teachers and students are using technology to enhance education. Every teacher has a technology station, which includes a laptop, a docking station, a document camera, and a projector. In every classroom, teachers are using technology to effectively enhance instruction.

Further, each classroom has three computers for student use during center time and for classroom research projects. Add to the mix our newly updated computer lab, along with two netbook carts, and you will notice that Jersey students are becoming tech savvy and computer literate.



With the infusion of technology, students are using online reading and comprehension programs as well as adaptive learning technologies in both mathematics and English language arts to supplement core instruction. Watch out world! Jersey is preparing a confident group of critically-thinking technology consumers, coming to a university near you!

Lake Center *Middle School*

10503 Pioneer Blvd., Santa Fe Springs, CA 90670 • 562/868-4977 • <http://lakecenter.llcsd.net/>



Dr. Bill Crean
Principal

Associated Student Body

It has been an amazing year so far for the Lake Center Middle School Associated Student Body. We began by helping teachers design and order T-shirts for their grade-level teams. Students especially like wearing these shirts to our

Student of the Month assemblies to show off their pride and earn team points.

In November, it was on to the canned food drive. The students brought in 1,600 cans, which were donated to the Salvation Army.

In December, ASB hosted the first dance of the year—and the first dance in a long time for Lake Center. With Winter Candyland as the theme, they decorated with candy canes, snowflakes, and Christmas lights. The dance included drinks and snacks, a disc jockey, a snowflake-making center, and games. We are now planning our second dance for March 19. This time we will be adding a photo booth to add to the fun!



Lakeland *Elementary*

11224 Bombardier Ave., Norwalk, CA 90650 • 562/868-8887 • <http://lakeland.llcsd.net/>



Jack Sokoloff
Principal

Frozen!

Lakeland students were surprised to learn that snow had fallen in Norwalk. Not literally, though!

Through the efforts of our parent organizations, Lakeland students participated in a snow day in which they learned about the forces of motion. Our students participate in a range of events to enhance their learning and provide activities that they can remember. We are thankful that our parents support our school and their children in this regard.

Our PTA meets on the second Friday of each month. Our Site Council and English Language Advisory Committee usually meet on the third Thursday of each month. These meetings help shape the direction of the school to support children. The goal is to provide a rigorous academic program in which students also have fun.

We are very thankful for our parents and volunteers. Our next event, the Mobile Dairy Classroom, will come to Lakeland complete with an actual cow!



Lakeview *Elementary*

11500 Joslin St., Santa Fe Springs, CA 90670 • 562/868-8655 • <http://lakeview.llcsd.net/>



Lauren Hernandez
Principal

Tynker-ing Around

Lakeview is excited to offer a new GATE after-school workshop called Tynker. Tynker is an online program that teaches students computational thinking and the core computer science concepts of coding, programming and design. Using one of Lakeview's new carts of Google Chromebooks, Mrs. Mallory guides fourth- and fifth-grade students through the online platform. Students began with the basics of game design that include coding for character design, background and animation. Over the 10-week course, students will use visual code blocks to quickly transform their ideas into apps, games, stories and interactive animations.



Tynker also supports the higher-level thinking skills required by the Common Core State Standards with a focus on informational text, geometry and representing real-world mathematical problems. The course has been a success so far, with every open seat taken along with the impressive development of creative games, characters and apps.

Lakeside *Middle School*

11000 Kenney St., Norwalk, CA 90650 • 562/868-9422 • <http://lakeside.llcsd.net/>



Ana Gutierrez
Principal

Congratulations, Mustangs!

We have been identified as a Schools to Watch—Taking Center Stage School. This is a prestigious award that is given to schools that are academically excellent, developmentally responsive, socially equitable and structured for success.

In the words of State Superintendent Tom Torlakson, “these middle schools teach deeply to standards, assess ongoing student progress, and use data to make decisions. They develop confident and capable adolescent citizens, differentiate instruction for all learners, and provide effective interventions to struggling students and English learners.”

Many thanks to our staff members who work hard to create engaging programs that serve the academic, physical, social and emotional needs of all students. High-fives to our students for showing their Mustang PRIDE every day and to their families for their support. Thanks to our district leaders whose leadership inspires staff and students at Lakeside and all Little Lake schools. Go Mustangs!



Paddison *Elementary*

12100 Crewe St., Norwalk, CA 90650 • 562/868-7741 • <http://paddison.llcsd.net/>



Dr. Lorena Martinez-Vargas
Principal

Read On, Panthers!

Paddison students learn to read, read to learn, and read for fun. Reading is an essential part of instruction each and every day. Students, guided by teachers, read, reread, and practice close reading in various subject areas.

On National Read Across America Day, in March in honor of Dr. Seuss, we celebrate reading and we have lots of fun, too. Our teachers—thank you, first-grade teachers!--planned a series of fun and book-themed events over the course of a week. For example, to coincide with reading *Oh, the Places You'll Go!* by Dr. Seuss, teachers and students were invited to wear university attire and we promoted college awareness. In addition, our Parent Teacher Organization (PTO) purchased new and high-interest books to give away to students. Each and every student received a book to take home. Partnerships benefit everyone—thank you, PTO!

Together we make a difference. Together, we can ensure that all of our students are readers. Read on, Panthers!

William Orr *Elementary*

12130 S. Jersey Ave., Norwalk, CA 90650 • 562/868-7988 • <http://williamorr.llcsd.net/>



Rebecca Casillas
Principal

Teaching Art

Art Masters is a wonderful program that offers a “sequential study in visual arts,” while also integrating “history, criticism, and aesthetics with exciting studio art projects.” For many years we have been very fortunate to be able to fund the Art Masters program through community support.

Each artist series begins with an assembly that introduces the featured master artist and culture with stories, visual aids, and slides. After building background knowledge, the students attend a classroom art activity led by an art instructor. This allows them to create a piece that resembles the artist’s technique, style, and/or medium.



Student examples of art pieces inspired by Van Gogh.

This year our students will learn about Monet, Van Gogh, and Picasso. Students and teachers alike look forward to each series, and the resulting pieces are truly magnificent. It is a great pleasure for us to bring such a wonderful program to Orr. We look forward to our continued learning with Art Masters!

LESSON STUDY • *From Page 1*

engineering and mathematics teachers in ten years funded by several private sector sources, Little Lake teachers are in their second year of implementing a practice known as “Lesson Study.”

Lesson Study was first initiated in Japanese schools and is used commonly to support the delivery of effective mathematics instruction. In Lesson Study, teams of teachers (commonly of the same grade level) select a standard to teach, collaboratively plan the lesson, select one of the teachers to teach the lesson, and then observe and debrief the lesson as a group. The focus of the observation is on how students respond to the lesson and their work products as a way of gaining insight into their thinking about mathematical concepts and problems. These observations are used in refining future lessons to increase student success.

Little Lake’s implementation of Lesson Study in Mathematics was started in the 2013-2014 school year and continues into the current year. Our plans include expanding the use of Lesson Study to include middle school mathematics teachers in the 2015-2016 school year. In addition, our elementary and middle school principals have participated in Lesson Study training in order to gain expertise in facilitating this practice in future years. Although our experience with Lesson Study includes only two school years, initial information indicates it has much potential for advancing both the skills of our teachers and the success of our students in mastering the Common Core Standards in Mathematics.



Studebaker *Elementary*

11800 Halcourt Ave., Norwalk, CA 90650 • 562/868-7882 • <http://studebaker.llcsd.net/>



Monica Johnson
Principal

Outdoor Science Camp

On January 5, 2015, we had 83 excited fifth-graders ready for a week-long adventure! They were ready to embark on what they’ve been waiting for since their kindergarten year: Outdoor Science School!

For years, Studebaker Elementary School fifth-graders have attended Thousand Pines Outdoor Science School in Crestline in the San Bernardino Mountains, and this year was no exception. Our students receive hands-on learning as learn while hiking, with the forest as their classroom. The camp counselors and

teachers are able to extend their classroom science learning to real-life experiences as students see how nature works. While at camp, student go on



5th graders participating in a team building game.

trail hikes to investigate the local flora, fauna, geology, habitats, ecosystems, meteorology, and constellations. In addition, they participate in a wildlife animal presentation, rock wall climbing and team-building activities and games. Our fifth-graders had a blast at camp!

Estudio de la Lección • *From Page 1*

Comunes de Matemáticas a nuestros maestros en los grados 2-5. A través de una iniciativa conocida como “100Kin10”, que tiene como objetivo generar 100,000 maestros de ciencia, tecnología, ingeniería y matemáticas en diez años, financiados por varias fuentes del sector privado. Los profesores de Little Lake están en su segundo año de implementación de una práctica conocida como “Estudio de la Lección.”

El modelo de Estudio de la Lección se emprendió por primera vez en las escuelas japonesas y se utiliza comúnmente para apoyar la manera de impartir una enseñanza eficaz en matemáticas. En el Estudio de la Lección, equipos de maestros (comúnmente del mismo grado escolar) seleccionan un estándar para enseñar, de manera colaborativa planean la lección, seleccionan a uno de los profesores para impartir la lección, y luego la analizan y comentan como grupo. El enfoque del análisis es sobre cómo los estudiantes responden a la lección y sus productos de trabajo, como una forma de obtener una visión de su razonamiento acerca de los conceptos y problemas matemáticos. Estas observaciones se utilizan para perfeccionar lecciones futuras que aumenten el éxito del estudiante.

La implementación del Estudio de la Lección en Matemáticas por Little Lake se inició en el año escolar 2013-2014 y continúa en el año en curso. Nuestros planes incluyen la expansión de este modelo para incluir a maestros de matemáticas de la escuela intermedia en el año escolar 2015-2016. Además, nuestros directores de escuelas primarias y secundarias han participado en la formación del Estudio de la Lección, con el fin de acumular experiencia para facilitar esta práctica en los próximos años. Aunque nuestra experiencia con Estudio de la Lección incluye sólo dos años escolares, la información inicial muestra que tiene considerable potencial para impulsar tanto las habilidades de nuestros profesores, como el éxito de nuestros alumnos al dominar los Estándares Estatales Comunes de Matemáticas.

Rising to Rachel's Challenge



Arturo Delgado, Ed.D.
Superintendent

Rachel Scott was a kind-hearted teenager with a big dream. She believed that the smallest act of kindness could ripple out and start a chain reaction, and this was how she wanted to change the world.

On April 20, 1999, her life abruptly ended – and the movement to keep her dream alive began.

Rachel, at 17 years of age, was the first victim to be shot and killed at Columbine High School, during a rampage by two of her fellow students.

Rachel's dream lives on through her writings and has changed millions of lives since her death.

Rachel's Challenge, an inspirational program based on her writings, offers a message that focuses on inspiring others to replace acts of violence, bullying and negativity with acts of respect, kindness and compassion.

The project was created by Rachel's dad and stepmother, Darrell and Sandy Scott. It aims to motivate and equip students to start and sustain a chain reaction of kindness that transforms schools and communities.

Rachel's Challenge includes a series of student-empowering, educator-motivating programs and strategies called the "Awaken the Learner Five-Step School Improvement Process." This process equips students and adults to create and sustain safe, caring and supportive learning environments essential for academic achievement.

Darrell has spoken to more than five million people in live settings around the world, not counting the millions he has spoken to through programs such as Oprah, Larry King Live, CNN, and the Today Show. He has authored or co-authored five books, and meets with politicians and educators regularly concerning issues of school violence.

I invited Darrell to speak about Rachel's message at our leadership conference at LACOE and at our Superintendents Convocation last year.

Event participants found the message to be simple but powerful. Many of them sat in silence, teary-eyed, at the end of Darrell's presentation.

Rachel's message is that we all can have the power to make positive changes through acts of kindness and compassion – and the challenge for educators and other members of the education community is to empower our students to make their positive impact in the world.

My hope is that we all rise to Rachel's challenge.

Arturo Delgado, Ed.D., was appointed superintendent of the Los Angeles County Office of Education in July of 2011. With headquarters in Downey, the Office is the nation's largest regional educational agencies, providing a range of programs and services to support the county's 80 public school districts and 2 million preschool and school-age children.

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Whole Health Everyday Word Search Contest

Rules! One word in the list is NOT in the word search.
When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com (Please put LL in the subject line)

Entries must be received by April 15, 2015
From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

- | | | |
|----------|----------|------------|
| ALKALINE | HEALTH | NUTS |
| ALMONDS | HUMMUS | PROTEIN |
| APPLES | KALE | SALMON |
| CARROTS | LEMONS | SEEDS |
| CHICKEN | MINERALS | VEGETABLES |
| FIBER | NATURAL | VITAMINS |
| FRUITS | NOURISH | WATER |

Congratulations to Justine Garcia
Winner of the January Word Search Contest!



a three-year period and it is updated annually. Stakeholder participation in developing the LCAP includes representation of teachers, principals, other school personnel, students, parents, employee associations, and the school board. These representatives meet on a regular basis to review information about the district's needs and to assist in writing and/or updating the LCAP. In addition, these stakeholder groups are consulted at each of the school sites, in addition to members of the District Advisory Council and District English Learner Advisory Committee. The completed plan is presented to the Board of Education at a meeting in the spring at which the public may comment on the plan before its approval by the Board. Finally, the LCAP is submitted to the Los Angeles County Office of Education each June for review and approval.

The LCAP we are implementing in 2014-2015 addresses a range of identified needs. The district's goals are organized under eight state priorities: 1) Basic Services (e.g. qualified teachers, sufficient materials, and facilities in good repair); 2) Implementation of Academic Standards; 3) Parental Involvement; 4) Pupil Achievement; 5) Pupil Engagement (e.g., attendance rates); 6) School Climate; 7) Course Access; and 8) Other Pupil Outcomes. Among the services we have improved or increased for students are elementary counselors, itinerant physical education and technology teachers, new mathematics textbooks, lowered class sizes in grades K-3, and the restoration of summer school for targeted students and subjects. Together, these enhancements to the services we provide are designed to improve all students' academic success, particularly that of our foster youth, English learners, and low-income students.

The Little Lake City School District embraces this opportunity to plan strategically to offer our students a high quality education through the LCAP. With the continued fiscal support of the state, and the commitment of our district stakeholders, we look ahead with great expectations for the continued success of our students, schools and district.



Dr. Phillip Perez
Superintendent

sobre todo en sus esfuerzos por mejorar o incrementar los servicios a los estudiantes y con ello aumentar su aprendizaje.

El desarrollo del LCAP es un proceso continuo. El plan cubre un período de tres años y se actualiza anualmente. La participación de los interesados en el desarrollo del LCAP incluye la representación de los maestros, directores, otro personal escolar, estudiantes, padres, asociaciones de empleados y la mesa directiva de educación. Estos representantes se reúnen regularmente para revisar la información sobre las necesidades del distrito y para ayudar en la redacción y/o actualización del LCAP. Además, estos grupos de interesados son consultados en cada uno de los planteles escolares, conjuntamente con los miembros del Comité Asesor del Distrito y el Comité Asesor del Distrito de Padres de Estudiantes Aprendiendo Inglés. El plan completo es presentado al Consejo Educativo en una reunión durante la primavera en la que el público puede comentar sobre el plan antes de su aprobación por el Consejo. Por último, el LCAP se presenta a la Oficina de Educación del Condado de Los Ángeles cada mes de junio para su revisión y aprobación.

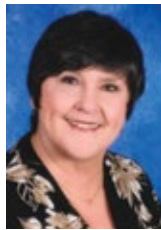
El LCAP que estamos implementando en 2014-2015 aborda una serie de necesidades previamente identificadas. Las metas del distrito se organizan bajo ocho prioridades estatales: 1) Servicios básicos (por ejemplo, profesores calificados, materiales suficientes e instalaciones en buen estado); 2) Aplicación de Estándares Académicos; 3) Participación de los Padres; 4) Aprovechamiento del Alumno; 5) Compromiso del Alumno (por ejemplo, las tasas de asistencia); 6) Ambiente escolar; 7) Acceso al Curso y 8) Otros resultados de los alumnos. Entre los servicios para los estudiantes que hemos mejorado o incrementado están los consejeros para escuelas primarias, maestros ambulantes de educación física y de tecnología, nuevos libros de texto de matemáticas, reducción del tamaño del grupo en los grados K-3 y el restablecimiento de la escuela de verano para estudiantes y materias concretas. En conjunto, estas mejoras en los servicios que ofrecemos están diseñadas para mejorar el éxito académico de todos los estudiantes, en particular la de nuestros jóvenes en hogar temporal, los estudiantes aprendiendo inglés y los estudiantes de bajos ingresos.

El Distrito Escolar de Little Lake aprovecha esta oportunidad para planificar estratégicamente y ofrecer a nuestros estudiantes una educación de alta calidad mediante el LCAP. Con el continuo apoyo presupuestario del estado y el compromiso de las partes interesadas del distrito, miramos hacia el futuro con grandes expectativas para el éxito continuo de nuestros estudiantes, nuestras escuelas y el distrito.

Board of Education



Lynn Berg
President



Janet Rock
Vice President



Richard Martinez
Clerk



George Buchanan
Member



Hilda Zamora
Member

BOARD OF EDUCATION • From Page 1

offered throughout the district in several areas. Rio Hondo College offers a class in technology both in English and Spanish. Cerritos College offers English as a second language classes. Each school has held workshop focused on literacy and/or mathematics to explain the meaning of the new Common Core Standards.

Parent Involvement opportunities also include parent-teacher conferences, Back-to-School Nights, Open Houses, student performances, and other informational meetings.

The Board of Education wishes to encourage parents to share their talents, skills, and ideas with our schools to further support our students.

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escuelas. El SSC aprueba las actividades y los gastos presupuestarios.

En todo el distrito se ha ofrecido Educación para Padres en diversas áreas. El Colegio de Río Hondo ofrece una clase de tecnología, tanto en Inglés como Español. El Colegio de Cerritos ofrece clases de Inglés como segundo idioma. Cada escuela ha llevado a cabo un taller enfocado en la alfabetización y/o las matemáticas, que aclaren el significado de los nuevos Estándares Estatales Comunes.

Las oportunidades de participación para padres también incluyen conferencias de padres y maestros, Noches de Regreso a Clases, Jornadas de Puertas Abiertas, presentaciones de los estudiantes, entre otras reuniones informativas.

El Consejo Educativo desea alentar a los padres a compartir sus capacidades, habilidades e ideas con nuestras escuelas para seguir apoyando a nuestros estudiantes.

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